

## Table of Contents

<b>Program Overview .....</b>	<b>3</b>
The Migrant Education Program (MEP).....	3
History of the Migrant Education Program.....	3
Alaska Migrant Education Program Mission Statement.....	3
Roles of the District Recruiter.....	4
Family Educational Rights and Privacy Act (FERPA).....	5
FERPA Overview .....	6
FERPA Best Practices .....	7
<b>Eligibility Requirements .....</b>	<b>9</b>
The Six Eligibility Requirements: WE CAMP .....	10
W Qualifying Work .....	10
E Economic Necessity.....	11
C School Completion.....	11
A Age of Eligible Children.....	11
M The Move.....	12
P Purpose of the Move .....	14
Eligibility Determination Process .....	15
Determining Eligibility .....	16
Prospective Re-Interviewing.....	16
<b>Certificate of Eligibility (COE) .....</b>	<b>17</b>
About the COE.....	17
2016-2017 Certificate of Eligibility .....	18
New Move/New Student COEs.....	19
Top of COE .....	19
Child Data Section.....	20
Family Data Section .....	25
Qualifying Move & Work Section .....	26
Additional Moves Box.....	35
Comments Section.....	36
Parent/Guardian/Spouse/Worker Section .....	39
Eligibility Data Certification Section .....	39
Important Reminders About New Move/New Student COEs .....	40

**Annual Recertification of No New Moves (ARC) ..... 41**

- About the ARC..... 41
- 2016-2017 Annual Recertification of No New Moves ..... 42
  - Top of ARC ..... 43
  - Instructions Section ..... 43
  - Child Data Section..... 44
  - Comments Section..... 46
  - Eligibility Data Certification Section ..... 46

**Glossary ..... 47**

- Acronyms/Abbreviations ..... 47
- Definitions..... 48

**Appendix ..... 53**

- Eligibility Checklist..... 53
- Interviewing/Recruiting Order ..... 53
- Sample Interview..... 54
- COE Key Charts..... 56
- State Abbreviations Key..... 57
- Alaska School Districts ..... 58
- School District Boundaries..... 59
- School Name/Enroll Date/Grade Flowchart ..... 60
- School Name/Enroll Date/Grade Scenarios ..... 61
- Commercial Fishing Terms..... 63
- Subsistence Fishing Terms..... 63
- Agriculture/Logging Terms..... 64
- Agriculture/Crop Terms ..... 64
- Agriculture/Livestock Terms ..... 64
- Guide to Economic Necessity and Personal Subsistence Statements ..... 65
- Comments Checklist ..... 66
- When to Fill Out a New Move/Student COE..... 67
- When to Fill Out an Annual Recertification No New Move Form (ARC)..... 68
- Alaska School District Map ..... 69
- Calendars..... 70
- Migrant Education Office (MEO) Contact Information ..... 71

# Program Overview

## The Migrant Education Program (MEP)

The Migrant Education Program provides formula grants to districts to establish or improve education programs for migrant children. These grants assist districts in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the challenging State content and performance standards that all children are expected to meet, and graduate from high school.

## History of the Migrant Education Program

The Migrant Education Program is authorized by Title I, Part C of the Elementary and Secondary Education Act of 1965. Congress established the national Migrant Education Program in 1966 to provide funds to establish or improve educational programs designed to meet the special needs of migrant children. Congressional support has increased steadily since then.

The State of Alaska became involved with the Migrant Education Program in 1980 when the federal definition of qualifying migrant activity was expanded to include both logging and fishing. Currently, 40 of Alaska's school districts operate a Migrant Education Program.

Today, the Migrant Education Program serves roughly 400,000 children across the country with approximately 12,000 migrant children in Alaska. With these funds, states and local schools provide a broad range of instructional and support services to supplement regular classroom instruction and to help migrant children overcome barriers arising from lifestyle, mobility, and educational interruption.

## Alaska Migrant Education Program Mission Statement

The primary goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma that prepares them for responsible citizenship, further learning, and productive employment.

# Roles of the District Recruiter

This handbook is written to assist district migrant staff by providing information and guidance about Alaska's Migrant Education Program (MEP).

District recruiters participate in the effort to identify and recruit migrant eligible families. Recruiters work closely with district records managers during fall recruitment and throughout the year to collaborate on identification tasks and eligibility reviews. The roles and responsibilities of the district recruiter are listed below:

## **Training**

- Attend annual migrant education fall training
- Review all training materials to better understand the necessary information needed to make eligibility determinations for the MEP

## **Recruiting**

- Use all district resources to develop a list of potential migrant families to interview
- Be able to explain the migrant education program to parents/guardians
- Interview potential families

## **Interviewing and Filling out the Certificate of Eligibility (COE)**

- Interview all current eligible migrant children to verify eligibility and update information
- Interview potential migrant families
- Keep accurate records of all contacts made
- Complete a COE on all families that appear to meet eligibility requirements

## **Interviewing and Filling out the Annual Recertification of No New Moves (ARC)**

- Interview all current eligible migrant children to verify eligibility and update information
- Keep accurate records of all contacts made
- Complete an ARC on all families that did not make a new move but still have eligibility from a previous move

## **Obtaining Signatures on the COE**

- The parent/guardian/spouse/worker must sign the COE
- The recruiter signs the COE after the parent/guardian/spouse/worker
- Submit the completed COE to the district records manager for review and SEA signature

## **Obtaining Signatures on the ARC**

- The recruiter signs the ARC after interviewing the family
- Submit the completed ARC to the district records manager for review and SEA signature

## **Eligibility Determinations by the Migrant Education Office (MEO)**

- COE is reviewed by the MEO staff and eligibility status is determined
- If the MEO has additional questions before an eligibility determination can be made, the records manager is notified, who in turn contacts the recruiter for more information

## **Follow Up**

- Recruiters stay in contact with the records manager until all potential migrant families have been contacted and interviewed and all eligibility decisions have been made

## Family Educational Rights and Privacy Act (FERPA)

*Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students.

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- school officials with legitimate educational interest,
- other schools to which a student is transferring,
- specified officials for audit or evaluation purposes,
- appropriate parties in connection with financial aid to a student,
- organizations conducting certain studies for or on behalf of the school,
- accrediting organizations,
- to comply with a judicial order or lawfully issued subpoena,
- appropriate officials in cases of health and safety emergencies, and
- state and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Family Policy Compliance Office

1-800-USA-LEARN

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-8520

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **FERPA Overview**

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law which:

- Protects the privacy of student education records (including the COE, as well as any electronic version of the COE).
- Applies to all schools and educational agencies that receive funds under an applicable program of the U.S. Department of Education.
- Gives parents certain rights with respect to their children's education records. These rights transfer to students when they turn 18 or attend a school beyond high school.
- Requires that educational agencies and institutions adopt a policy regarding how they meet the requirements of FERPA and how they notify parents and eligible students annually of their rights.

### **Parent Information**

- Parents or eligible students have the right to access and inspect the student's educational records
- Parents or eligible students have the right to request that education records be corrected if they are found to be inaccurate or misleading
- Generally, schools and districts must have written permission from the parent or eligible student before releasing any information from a student's education record (including the COE).

### **Recruiter Information**

When closing your interview with families, the following conditions and FERPA rights must be explained to parents:

- Before the parent/guardian/spouse/worker signs the COE, have them review the COE for accuracy.
- Tell the parent: "The information that you have provided to us is confidential. By signing the COE you give us permission to enroll your child into the Migrant Education Program (if they are approved). FERPA gives you the right to access and update your children's records upon request."
- Obtain a signature from the parent.
- Explain that the COE will be reviewed and after a determination of eligibility is made, the parent will be contacted and will be given a copy of the approved COE.
- Tell the parent: "If approved into the program, your children may be eligible to receive services such as: enrollment in the free lunch program, educational tutoring, educational books."
- Tell the parent: "You might receive a call from the Migrant Education Office (MEO) to verify the information on the COE."
- Thank the parent for their time and inform them that somebody will follow up with them once an official eligibility determination has been made.

# **FERPA Best Practices**

## Personally Identifiable Information

- Personally Identifiable Information includes but is not limited to: student name, date/place of birth, parent's names, addresses, student ID, etc.
- Personally Identifiable Information is protected under FERPA. Any notes with personally identifiable information should be shredded once the interview has concluded.
- Personally Identifiable Information may not be disclosed without written consent.

## Paper Security

- Be sure to shred any extra copies of the COE, or any COEs that had mistakes.
- If you keep notes of your interview, be sure to properly store/destroy them if they contain personally identifiable information (student's name, parent's names, address, student ID, date/place of birth, etc)

## Electronic Security

- Electronic COEs must be completed using official district computers (not personal computers) and copies must be securely deleted (not stored on the computer).
  - Laptop computers are required to have encryption to protect student data.
- If transmitting COEs to a parent's personal email account, consider obtaining parent permission (even verbal permission) prior to emailing. The district may consider password protecting the COE before emailing it to parents.
- Always use official district email accounts to send student data (COEs).
- When you receive reports containing personally identifiable student information, consider saving the report to a secure location and deleting the email. When you send reports, consider deleting the sent email.
- Consider password protecting documents containing personally identifiable student information before you save or send them.

## COE requests

If another district requests a copy of a COE:

- Ask if that child has moved to their district and is enrolling in their district.
- Ask if the parent signed a written release.
- Check if your district has a written release on file.
- Call the MEO and inform us of the child's move and we can coordinate with the receiving district.



# Eligibility Requirements

Alaska's migrant children are identified and recruited by trained migrant education staff in each school district. It is the primary role of the recruiter to determine potential eligibility.

The term migratory child for Alaska means a child under the age of 20 (22 with an active IEP) who has moved due to an economic necessity on their own, with, or to join a parent/guardian or spouse across school district boundaries (or more than 20 miles in a school district of more than 15,000 square miles) within the last 36 months to obtain or seek work that is seasonal or temporary in a fishing, logging or agricultural activity.

Eligibility Requirements – A child is eligible for the Alaska Migrant Education Program if all of the following conditions are met:

- W** the qualifying **work** obtained or sought is in fishing, logging or agriculture, and is seasonal or temporary
- E** the move was due to an **economic** necessity
- C** the child has not graduated from high school\* (school **completion**)
- A** the child is not older than 20 years of **age**, or not older than 22 years of **age** with an active IEP on file
- M** the child **moved** across school district boundaries\*\* on own, with or to join a parent/guardian or spouse within the last 36 months
- P** the **purpose** of the move was to seek or obtain qualifying work

\*To be eligible for migrant recruitment, a child must be eligible for a free public education. In Alaska, this means that the child must be younger than 20 and must not have a high school diploma. A child who has a Certificate of Achievement or GED, but not a high school diploma, is eligible for a free public education. A child who is eligible for special education (active IEP on file) is entitled to a free public education until the age of 22.

\*\*In all school districts that have an area less than 15,000 square miles, the migrant child and the qualifying worker must cross school district boundaries for fishing and/or agricultural activities. In school districts that have an area more than 15,000 square miles, the migrant child and the qualifying worker must cross school district boundaries or the migrant child and the qualifying worker must have traveled 20 miles or more for fishing work only. This exception does not apply to logging or agriculture; logging or agriculture work always requires crossing of district boundaries.

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## Note:

- Federal regulation states that the length of eligibility is defined as a total of three years (36 months) from the first day of the most recent qualifying move. However, **annual verification and recertification of eligibility in the MEP is a requirement of the State of Alaska.**
  - Refer to the Appendix, page 53, for the Eligibility Checklist.
-

## The Six Eligibility Requirements: WE CAMP

**W Qualifying Work** – The qualifying work obtained or sought is in fishing, logging or agriculture, and is seasonal or temporary

### Fishing

**Fishing work** – The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence. For a detailed list, refer to pages 30-31 or in the Appendix page 63.

**Personal subsistence** – The worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or fish they catch.

**Migratory fisher** – A person who, in the preceding 36 months, has moved from one school district to another, in order to obtain seasonal or temporary employment in fishing work. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved a distance of 20 miles or more to a temporary residence in order to obtain seasonal or temporary employment in fishing work.

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**Note:**

- Examples of initial processing work in the fishing industry include, but are not limited to: scaling, cutting, dressing and enclosing the raw product in a container. Refer to pages 30-31 for a list.
  - Qualifying activities are performed by fishers or by the operator of a commercial fishing vessel and/or any assistant on board. The qualifying worker must be one who is an integral part of the fishing activity.
  - Catching fish for sport or recreational purposes is not qualifying work for the migrant program.
- 

### Agricultural/Logging

**Agricultural/Logging work** – The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees. It consists of work performed for wages or personal subsistence. For a detailed list, refer to pages 32-34 or the Appendix page 64.

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**Note:**

- All agricultural activities require special comments in the Comment Section, refer to page 37 for more detailed information.
  - For all agricultural moves, the worker and the child must cross school district boundaries regardless of school district size (this includes berry picking).
- 

**Agricultural production** – Work done at facilities engaged in the growing and harvesting of crops or the keeping of livestock.

**Initial processing** – Work that is beyond the production stage of agricultural work and precedes the transformation of the raw product into something more refined. It means working with the raw product.

**Cultivation of trees** – Work that promotes the growth of trees. Some examples of cultivation are: soil preparation, plowing or fertilizing land, sorting seedlings, planting seedlings, staking, watering, removing diseased or undesirable trees, applying insecticides, shearing tops and limbs, and tending, pruning or trimming trees.

**Harvesting of trees** – The act of gathering or taking of the trees. Some examples of harvesting are: topping, felling and skidding. **This does not include harvesting for personal use.**

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**Note:**

- The processing and/or transporting of trees is not qualifying work because they occur after the cultivation or harvesting.
- 

### Seasonal/Temporary

**Seasonal work activity** – Employment that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.

**Temporary work activity** – Work conducted for a limited time frame (usually only a few months, but no longer than 12 months) as stated by the employer or the worker, or as otherwise determined by the State Education Agency (SEA) on a reasonable basis.

### **E Economic Necessity** – The move was due to an economic necessity

In order to establish MEP eligibility, a move made by a migratory agricultural worker or migratory fisher must occur due to an economic necessity.

**Economic necessity** – Demonstrated through wages or income from migrant work and/or through personal subsistence. The wages from the migrant activity are needed to help the family meet their basic and essential needs, or the food from the personal subsistence migrant activity represents a substantial portion of the family's food consumption.

There is no income test for eligibility under MEP regulations and the recruiter may not ask the amount of income derived from employment. Neither the worker, nor his/her family, is expected to maintain, nor is the SEA or its operating agency expected to review written documentation on income or work history as a condition of determining the eligibility of the children for the MEP.

Parents and/or qualifying workers certify the truth of economic necessity by signing the COE.

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**Note:**

- Refer to the Appendix, page 65, for the Guide to Economic Necessity and Personal Subsistence Statements.
- 

### **C School Completion** – The child has not graduated from high school

To be eligible for migrant recruitment, a child must be eligible for a free public education. In Alaska, this means that the child must be younger than 20 and must not have a high school diploma. A child who has a Certificate of Achievement or GED, but not a high school diploma, is eligible for a free public education. A child who is eligible for special education (active IEP on file) is entitled to a free public education until the age of 22.

### **A Age of Eligible Children** – The child is not older than 20 years of age, or not older than 22 years of age with an active Individualized Education Program (IEP) on file

A child who is eligible for special education (active IEP) is entitled to a free public education until the age of 22. An active IEP is a written document required for each child who is eligible to receive special education services. Determining if student has an active IEP on file is the role of the records manager.

**M The Move** – The child moved across school district boundaries on own, with or to join a parent/guardian or spouse within the last 36 months

### Residence

**Move** – A change from one residence to another that occurs due to economic necessity.

**Residence** – A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence. Generally if a person goes to a new place to seek or obtain work, he/she is seen as changing from one residence to another residence.

### Qualifying Worker

The move must be made by the qualifying worker and the child. The qualifying worker is the person who actually did the qualifying migrant work. The qualifying worker could be:

**Self** – A migrant child, of at least 14 years of age, who makes a move on his/her own to do the qualifying migrant activity.

**Parent/Guardian** – The legal guardian or other person standing in *loco parentis* (such as a grandparent, stepparent, aunt or uncle, older sibling with whom the child lives, or a person who is legally responsible for the welfare of the child).

**Spouse** – The husband or wife of the migratory child.

## School District Boundaries

**Districts with an area less than 15,000 square miles** – In all school districts which have an area less than 15,000 square miles, the migrant child and the qualifying worker **must cross school district boundaries** for fishing and/or agricultural activities.

Anchorage	Dillingham	Kake	Nome	Tanana
Annette Island	Fairbanks	Kashunamiut	Pelican	Unalaska
Bristol Bay	Galena	Ketchikan	Petersburg	Valdez
Cordova	Haines	Klawock	Pribilof	Wrangell
Craig	Hoonah	Kuspuk	Saint Mary's	Yakutat
Delta-Greely	Hydaburg	Mt. Edgecumbe	Sitka	Yupitit
Denali	Juneau	Nenana	Skagway	

**Districts with an area more than 15,000 square miles** – In all school districts which have an area more than 15,000 square miles, the migrant child and the qualifying worker **must cross school district boundaries** or the migrant child and the qualifying worker **must have traveled 20 miles or more, one way**, for temporary or seasonal **fishing work only**. The 20+ mile rule does not apply to agricultural or logging moves.

Alaska Gateway	Chugach	Lake & Peninsula	Northwest Arctic
Aleutian Region	Copper River	Lower Kuskokwim	Southeast Island
Aleutians East	Iditarod	Lower Yukon	Southwest Region
Bering Strait	Kenai Peninsula	Matanuska-Susitna	Yukon Flats
Chatham	Kodiak	North Slope	Yukon-Koyukuk

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### **Note:**

- Further documentation for moves in districts with more than 15,000 square miles must be done during the parent interview process. **A map is required to document moves of 20 miles or more.** The map must have a legend/scale for determining distance and must be attached to the original COE and be kept on file at the district office.
  - Districts must adopt necessary procedures to ensure the validity of the qualifying move. On the COE, the specific geographic location of the most recent qualifying move must be listed to determine eligibility.
- 

## Length of Move & Eligibility

The length of the move must be **at least one night/two days, with a total of at least seven nights/eight days within a one-year period.**

A child is eligible to receive services for up to three years (36 months). If the child continues to qualify for the program and does not graduate, services may be provided to this child from birth to age 20. If a child has an active IEP on file, they are eligible for services until the age of 22.

---

### **Note:**

- Recruiters should carefully examine whether the move was a one-time act or a series of short moves to work in order to supplement the family's income.
-

## On Own/With/Join

**On Own** – The child engages in the migrant work activity, is at least 14 years of age, and moves on his/her own.

**With** – The child and the qualifying worker make the move at the same time.

**To Join** – The child moves independently from the qualifying worker. The child may move before or after the qualifying worker. The date of the child's move must be within 12 months of the date of the qualifying worker's move.

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### **Note:**

- In order to qualify for the MEP, a child does not have to participate in the qualifying work activity. The child simply needs to accompany or join the qualifying worker on the move. The purpose of the migrant move is to seek or obtain qualifying work.
- 

## Other Important Move Factors

If the child crosses school district boundaries to join the worker at his/her home and the fishing takes place in the community in which the worker lives, the move would not qualify. The worker, in addition to the child, needs to make the qualifying move.

Same day moves do not qualify. **Qualifying migrant moves always include overnight stays.** Any activity that involves day trips only does not qualify for the migrant program.

With respect to moves of short duration (less than a week) an independent reviewer might question whether the move was really due to an economic necessity.

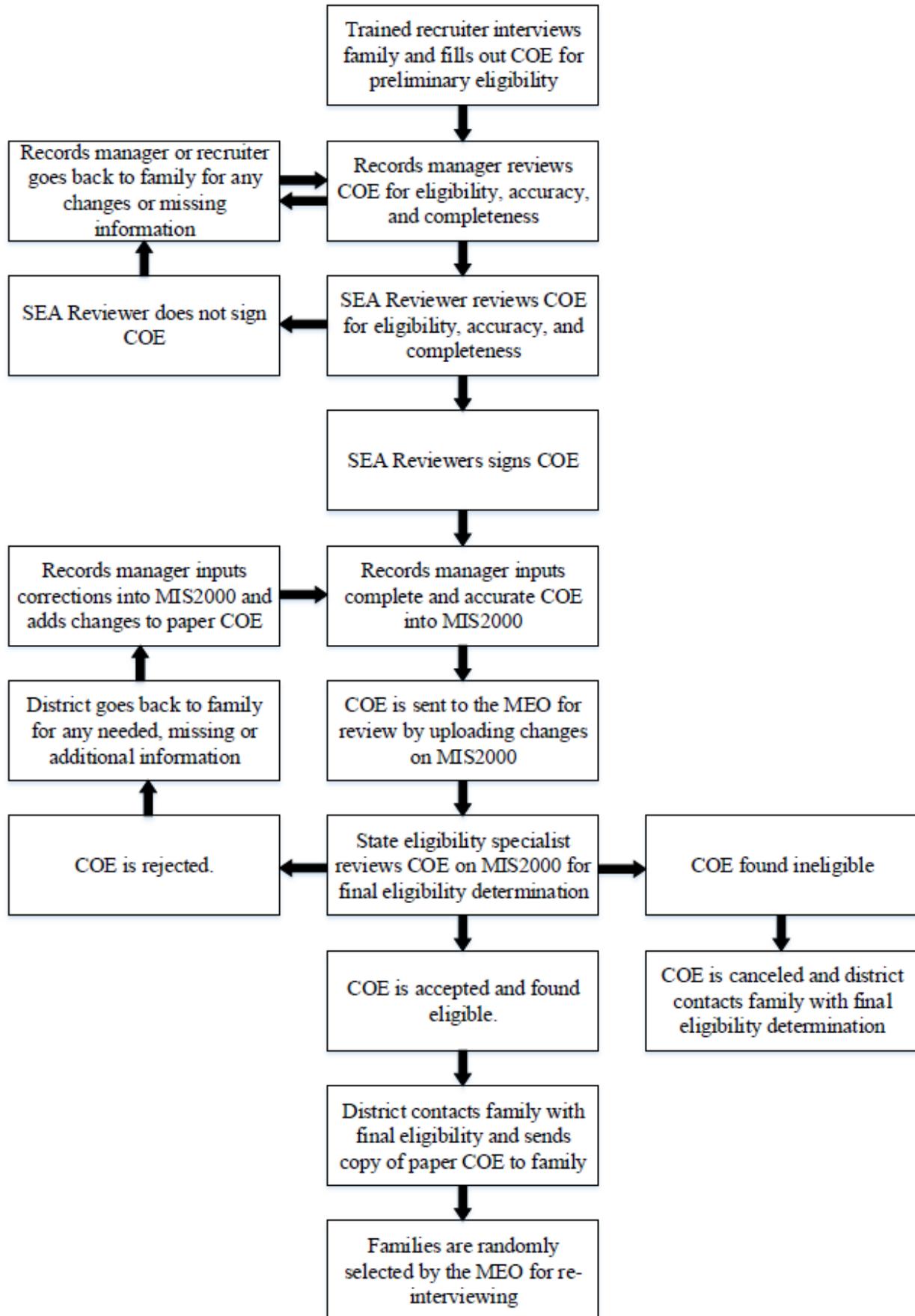
**P Purpose of the Move** – The purpose of the move was to seek or obtain qualifying work

In describing why a qualifying worker moved, the phrase in order to obtain means that one of the purposes of the move is to seek or obtain qualifying work. The purpose of the move must be to obtain or attempt to obtain (seek) qualifying migrant work. **This does not have to be the only purpose, but it must be one of the main purposes of the move.**

In certain cases where a worker did not find qualifying work soon after the move, the move could qualify if:

- the worker states that one purpose of the move was specifically to obtain qualifying work,
- the worker has a prior history of moving to obtain qualifying work, or
- there is credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

# Eligibility Determination Process



## Determining Eligibility

Determining eligibility for the Migrant Education Program is not a simple task. Interpreting migrant education rules is difficult when considering a family's unique situation. For this reason, the recruiter should take special care to collect complete and accurate information during the interview.

In making the initial eligibility determination, the recruiter should always keep in mind the intent of the program. The intent of the MEP is to meet the needs of the children whose education or living situations are somehow disrupted because of moves they make with family members to perform seasonal or temporary fishing work, logging or agriculture work due to economic necessity. In making an eligibility determination, the decision must be based on facts and evidence, not simply on gut feelings, because that may result in an inaccurate determination.

---

### **Note:**

- The COE is reviewed by the records manager, the SEA Reviewer, and the MEO. A final eligibility determination is made by the MEO staff. **Recruiters and Records Managers do not determine final eligibility.**
  - If there are questions or doubts regarding eligibility or other unusual factors at the district level, the district office should contact the MEO.
  - **Children are not eligible for services in the Migrant Education Program until the COE is approved by the MEO.**
- 

## Prospective Re-Interviewing

The United States Department of Education's Office of Migrant Education requires each state to conduct an annual review of the program's eligibility determinations. Re-interviewing may alert the MEO to misunderstandings of the eligibility requirements at the district level. It may also help to find clerical or computer errors. The prospective re-interviews are conducted by trained and qualified personnel who are independent of the original interviews. The prospective re-interviews may be conducted either in-person or by telephone.

Interviewees are selected from a random student list generated by MIS2000. Interviews are conducted using a standard eligibility interview form. Following the interview, the answers from the form are compared to the COE. If the information contradicts the information on the COE or indicates that the family is not eligible for the migrant program, the MEO will bring the COE and issues raised during the re-interview to the attention of the records manager. The records manager will then have the opportunity to provide additional information such as notes from the recruiter, further information regarding the family's migrant moves, as well as other pertinent information. The MEO will work with district staff until all questions and data integrity issues are resolved.

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### **Note:**

- A parent/guardian/spouse/worker signature on a COE certifies that a parent is willing to talk to the MEO, should they be contacted.
-

# Certificate of Eligibility (COE)

## About the COE

Alaska's migrant children are identified and recruited by trained migrant education staff at each school district. If a district believes a family meets the eligibility requirements for the MEP, the recruiter completes a COE. The COE is the official form for documenting and certifying the eligibility of every migrant child each year. A sample COE can be found on page 18.

The COE is used for children who are new to the migrant program or have been in the program, but have made a new qualifying move since the last parent interview. A new move COE begins a child's eligibility for three years. A new student COE establishes a child's eligibility in the recruiter's district. Detailed instructions for completing a New Move/New Student COE are found on pages 19-40.

### **The Certificate of Eligibility (COE) Form – Hard Copy**

- The COE is printed on an 8.5 x 11 duplicate form. It is one page with a carbon copy back.
- The white copy is the COE original which must be kept in the migrant children files for 10 years.
- The yellow carbon copy must be offered to the family for their records.

### **The Certificate of Eligibility (COE) Form – Electronic Version**

- The COE is now available in an electronic version. A copy of the electronic COE can be found on the flash drive received at fall training. Completed electronic COEs should not be saved on personal computers due to potential problems in securing child data. Electronic COEs should be printed and then deleted.

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#### **Note:**

- One copy of the COE must be kept in the migrant student files. The second copy must be offered to the family for their records.
-

# 2016-2017 Certificate of Eligibility

## CERTIFICATE OF ELIGIBILITY

STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

SCHOOL DISTRICT NAME

Residency Date: MM/DD/YY

SCHOOL YEAR

2016-2017

### CHILD DATA

Student ID	Last Name 1	Last Name 2	First Name	Middle Name	SUF	Birth Date	Sex	MB	EB	Birth City	Birth State	WER	School Name	Enroll Date	GR

### FAMILY DATA

Male Parent/Guardian: Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Female Parent/Guardian: Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Physical Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Telephone \_\_\_\_\_

Mailing Address: *If different than physical address* \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

### QUALIFYING MOVE & WORK

1. The child(ren) listed on this form moved

from a residence in \_\_\_\_\_ School District \_\_\_\_\_ / \_\_\_\_\_ City \_\_\_\_\_ / \_\_\_\_\_ State \_\_\_\_\_ / \_\_\_\_\_ Country \_\_\_\_\_

to a residence in \_\_\_\_\_ School District \_\_\_\_\_ / \_\_\_\_\_ City \_\_\_\_\_ / \_\_\_\_\_ State \_\_\_\_\_

2. The child(ren) moved (complete both a. and b.):

a.  on own as worker, OR  with the worker, OR  to join or precede the worker.

b. The worker, \_\_\_\_\_ First and Last Name of Worker \_\_\_\_\_, is the child or the child's  parent  spouse  guardian.

i.  (Complete if "to join or precede" is checked in 2a.) The worker moved on \_\_\_\_\_ MM/DD/YY \_\_\_\_\_ (provide comment) \_\_\_\_\_

The child(ren) moved on \_\_\_\_\_ MM/DD/YY \_\_\_\_\_ (provide comment) \_\_\_\_\_

3. The Qualifying Arrival Date was \_\_\_\_\_ MM/DD/YY \_\_\_\_\_

4. The worker moved due to economic necessity in order to obtain:

a.  qualifying work, and obtained qualifying work, OR

b.  any work, and obtained qualifying work soon after the move, OR

c.  qualifying work specifically, but did not obtain the work.

If the worker did not obtain the qualifying work:

i.  The worker has a prior history of moves to obtain qualifying work. (provide comment), OR

ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

5. The qualifying work, \* \_\_\_\_\_ describe agricultural or fishing work \_\_\_\_\_ was

(make a selection in both a. and b.):

a.  seasonal OR  temporary employment

b.  agricultural OR  fishing work

6. (Complete if "temporary" is checked in #5a.) The work was determined to be temporary employment based on:

a.  worker's statement (provide comment), OR

b.  employer's statement (provide comment), OR

c.  State documentation for \_\_\_\_\_ Employer \_\_\_\_\_

\*If applicable check:  personal subsistence (provide comment)

PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE \_\_\_\_\_ ELIGIBILITY DATA CERTIFICATION \_\_\_\_\_

(Signature) \_\_\_\_\_ (Relationship) \_\_\_\_\_ (Date) \_\_\_\_\_ (Signature of Interviewer) \_\_\_\_\_ (Date) \_\_\_\_\_ (Signature of Designated SEA Reviewer) \_\_\_\_\_ (Date) \_\_\_\_\_

Form # 06-08-001 Alaska Department of Education & Early Development

## New Move/New Student COEs

The following pages provide a step by step guide on how to fill out each of the required sections of a New Move/New Student COE.

Use the following procedures when:

- a child is **new** to the MEP, or
- a child is already in the MEP and has **made a new qualifying move** since the last parent interview, or
- a child is already in the MEP and has **moved into the recruiter's district** from another district or state.

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**Note:**

- Refer to page 67 for a flow chart called When to Fill Out a New Move/New Student COE.
- 

## **Top of COE**

<b>CERTIFICATE OF ELIGIBILITY</b> STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT	<b>SCHOOL DISTRICT NAME</b>	<b>SCHOOL YEAR</b>
COE ID #:	Residency Date: MM/DD/YY	2016-2017

School District Name – Print the name of the school district (no abbreviations).

School Year – The current school year is preprinted on the upper right corner of the COE.

COE ID# – Records managers will fill this space with the computer generated number from MIS2000. **Do not record a dash in this field.**

Residency Date – Enter the date of the child's most recent arrival into the recruiter's district **after** he/she made the qualifying move. It is the date the family establishes or reestablishes residency in the recruiter's district once the migrant activity is completed. This date must be the same or later than the Qualifying Arrival Date (QAD).

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**Note:**

- The Qualifying Arrival Date (QAD) is explained on page 28 of this manual.
  - If the migrant move was made from another district to the recruiter's district, the QAD and the residency date will be the same. The date the worker and the child arrived in the recruiter's district (the residency date) and the date they arrived at the location to do the qualifying work (QAD) are the same. In this case, the actual length of the qualifying move (including the dates) must be listed in the Comments Section of the COE in order to verify that the move satisfies the eligibility rule regarding the amount of time the worker performed the qualifying work.
-

## Child Data Section

CHILD DATA															
Student ID	Last Name 1	Last Name 2	First Name	Middle Name	SUF	Birth Date	Sex	MB	EB	Birth City	Birth State	VER	School Name	Enroll Date	GR

This section includes information about the child including student ID, full name, sex, birth date, birth place, and school information for the 2016-2017 school year.

- List all eligible children in the family who made the qualifying move from youngest to oldest with the youngest child at the top of the list.
- Include children whose ages are from birth to age 20 at the time of the qualifying move (up to age 22 with an active IEP on file with the district).
- If there are more than five children who made the qualifying move, list the additional children on a second COE. All sections of the second COE must be completed. Obtain all signatures on both copies of the COE and staple them together. All children will be listed under one COE ID# in MIS2000.
- Only children who have made the same move with the same qualifying worker should be listed on one COE. If some of the children in the family did migrant moves to other locations or on different dates, they should be listed on a separate COE.
- List children who did not make the qualifying move in the Comments Section.

**Student ID** – If a child is enrolled in a public school, the records manager can obtain the child’s Alaska Student ID from the district registrar. For children who have never been in an Alaskan public school, MIS2000 will generate a number. If a child’s Alaska Student ID is not known, leave this space blank. Do not enter any other number in this space, including school or district identification numbers. **Do not draw a line through this space.**

**Last Name 1** – Print the legal surname for each child. Take care to spell names correctly and write legibly. Ask the parent to check the spelling of the child’s name. If the child has multiple or hyphenated last names, record the first part of the name in this box.

**Last Name 2** – With multiple or hyphenated last names, record the second part of the name in this box. If the child does not have multiple or hyphenated last names, record a dash. If the child has more than two last names, record the entire name in the correct order in the Comments Section.

**First Name** – Print the child’s legal first name. Do not use nicknames or titles.

**Middle Name** – Print the child’s full middle name. If a child has no middle name, record a dash and make a comment in the Comments Section. If a child has an initial only as a middle name (i.e., Sarah J. Thomas), record the initial in the Middle Name Field and make a comment in the Comments Section. If a child has multiple middle names, list the first middle name only in the Middle Name Field and make a comment.

**SUF** – (Suffix) If the child has a suffix, such as Jr. or III, print it in this box. Otherwise, record a dash.

**Birth Date** – Use the two digit number that refers to the month, day, and year of each child’s birth. For example, April 25, 2002, would be written 04/25/02.

Sex – Enter M for male or F for female.

**Gender (SEX)**

Code	Gender
<b>M</b>	Male
<b>F</b>	Female

MB – (Multiple Birth) Record Y for yes if the child is a twin, triplet, etc. Record N for no if the child is a single birth.

**Multiple Birth (MB)**

Code	Multiple Birth Type
<b>Y (Yes)</b>	Twin, Triplet or Other Multiple Birth
<b>N (No)</b>	Single Birth

EB – (Ethnic Breakdown) Ask the parent/guardian for the child’s ethnic background and enter only one EB code. Do not make assumptions.

**Ethnic Breakdown (EB)**

Code	Race/Ethnicity
<b>1</b>	White
<b>2</b>	Black or African American
<b>3</b>	Hispanic/Latino
<b>4</b>	Asian
<b>5</b>	American Indian
<b>6</b>	Alaska Native
<b>7</b>	Two or More Races
<b>8</b>	Native Hawaiian or Other Pacific Islander

Birth City – Print the name of the city in which the child was born.

Birth State – Print the two letter postal abbreviation of the state in which the child was born. For other countries or if the state is unknown, record a dash. Make sure to add a comment in the Comments Section listing the country name or why a state is not entered. For a detailed list of state abbreviations, refer to the Appendix, page 57.

VER – (Birth Date Verification Code) Record the four digit code that corresponds to the evidence used to confirm each child’s birth date.

**Birth Date Verification Code (VER)**

Code	Verification Type
<b>1003</b>	Baptismal or Church Certificate
<b>1004</b>	Birth Certificate
<b>1005</b>	Entry in Family Bible
<b>1006</b>	Hospital Certificate
<b>1007</b>	Parent’s Affidavit
<b>1008</b>	Passport
<b>1009</b>	Physician’s Certificate
<b>1010</b>	Previously Verified School Records
<b>1011</b>	State Issued ID
<b>1012</b>	Driver’s License
<b>1013</b>	Immigration Document
<b>1082</b>	Life Insurance Policy
<b>1099</b>	Other

**School Name** – Print the name of the school where the child is enrolled (no abbreviations). Migrant children are either A) enrolled in school in the recruiter’s district, B) enrolled in a non-public school in a recruiter’s district, C) not in school, D) enrolled in school in another district, or E) enrolled in a non-public school in another district. Refer to pages 23-24 or the Appendix pages 60-62 for more detailed information.

**Enroll Date** – The first day of school the child attends after the most recent qualify move.

- If the child is enrolled in a public school in the recruiter’s district, enter the date that the child started school after the most recent move documented on the COE (refer to example 1 under School Name on page 23), or
- If the child is enrolled in a public school in another district, enter the date that the child started school after the most recent move documented on the COE (refer to example 5 under School Name on page 24), or
- If the child is enrolled in a non-public school in the recruiter’s district, enter the date that the child started school after the most recent move documented on the COE (refer to examples 2 under School Name on page 23), or
- If the child is enrolled in a non-public school in another district, enter the date the child started school after the most recent move (refer to example 6 under School Name on page 24), or
- If the child is not enrolled in school, such as an Out of School Youth or infant, leave the enroll date blank (refer to examples 3 & 4 under School Name on pages 23 & 24).

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**Note:**

- The enroll date must be the same as, or after, the Residency Date. Example: A child started school at the beginning of the school year (08/20/16), but left to do a migrant move in September (09/09/16). When this mid-year migrant move is documented on the COE, the Enroll Date should be the date the child returned to school after the migrant move (09/16/16). If applicable, make a comment in Comments Section explaining the child’s earlier start of school date, prior to the move.
- 

**GR** – (Grade) Enter the child’s current grade (or grade last attended if no longer in school) at the time the COE is completed. A grade must be listed for every child who is enrolled in a school program whether it is home school, private school, or in a school operated by the district. Children attending preschool programs will have PS reported for their grade. Children not yet attending any school are listed as grade 00. Children who were in school at some point, but are no longer attending are listed as grade OY.

**Grade (GR)**

<b>Code</b>	<b>Grade</b>
<b>00</b>	Not Yet in School
<b>PS</b>	Preschool
<b>K</b>	Kindergarten
<b>1</b>	First Grade
<b>2</b>	Second Grade
<b>3</b>	Third Grade
<b>4</b>	Fourth Grade
<b>5</b>	Fifth Grade
<b>6</b>	Sixth Grade
<b>7</b>	Seventh Grade
<b>8</b>	Eighth Grade
<b>9</b>	Ninth Grade
<b>10</b>	Tenth Grade
<b>11</b>	Eleventh Grade
<b>12</b>	Twelfth Grade
<b>OY</b>	Out of School Youth

## School Name/Enroll Date/Grade Scenarios

Below are examples of different scenarios showing how to fill out the School Name, Enroll Date and Grade on the COE/ARC. A flow chart of this information is available in the Appendix on page 60.

### **For Children Attending School in the Recruiter's District**

#### 1. Enrolled in a **Public School** in the Recruiter's District

This scenario pertains to children from **preschool to grade 12** enrolled in any **public school operated by the recruiter's district**. This includes the recruiter's district operated public schools, preschools, charter schools, and homeschools. **This scenario does not include head start programs.**

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting lives in Mat-Su School District and is enrolled in Palmer Middle School, a public school operated by the Mat-Su School District. The child is in the 7th grade and their first day of school after their most recent qualifying move for the current school year was 08/20/16.

SCHOOL NAME	ENROLL DATE	GR
PALMER MIDDLE SCHOOL	08/20/16	7

**Required Comment:** None

#### 2. Enrolled in a **Non-Public School** in the Recruiter's District

This scenario pertains to children from **preschool to grade 12** enrolled in any **non-public school located in the recruiter's district**. Non-public schools include, **head start programs, private schools, and homeschools**. The name of the school in which they attend must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is enrolled in Valley Christian School, a private school. The child is in the 3rd grade and their first day of school after their most recent qualifying move for the current school year was 08/21/16.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU NON-PUBLIC SCHOOL	08/21/16	3

**Required Comment:** The child is enrolled in Valley Christian School.

### **For Children Not Attending Any School**

#### 3. **Not Yet in School**

This scenario pertains to children/babies who are **too young to enroll** in school.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is too young to be enrolled in school, but went on the qualifying move.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU SCHOOL DISTRICT	---	00

**Required Comment:** None

4. Not Enrolled in School (**Out of School Youth**)

This scenario pertains to children who were in school at some point, but **are no longer attending**. These children must not have a high school diploma. They can, however, possess a GED.

**Example:** You are a recruiter for the Mat-Su School District. The child you are recruiting has dropped out of school.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU SCHOOL DISTRICT	---	OY

**Required Comment:** None

**For Children Going to School in Another District**

5. Enrolled in a **Public School Operated by Another District**

This scenario pertains to children who are **enrolled in a State of Alaska public school**, including **preschool and homeschools that are operated by any district other than the recruiter's**. The school district name and the name of the school the child is enrolled in must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting resides in Mat-Su School District, but is enrolled in Mt. Edgecumbe High School, a public high school operated by Mt. Edgecumbe School District. The child is in the 10th grade and their first day of school after their most recent qualifying move for the current school year was 08/17/16.

SCHOOL NAME	ENROLL DATE	GR
ANOTHER DISTRICT: PUBLIC	08/17/16	10

**Required Comment:** The child is enrolled in Mt. Edgecumbe School District and is attending Mt. Edgecumbe High School.

6. Enrolled in a **Non-Public School Located in Another District**

This scenario pertains to children from **preschool to grade 12** enrolled in any **non-public school located in a district other than the recruiter's**. Non-public schools include, private schools, homeschools, and headstart pre schools. The school the child is enrolled in must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is enrolled in CCS Learning, a preschool not operated by any school district. The child's first day of preschool after their most recent qualifying move for the current school year was 08/19/16.

SCHOOL NAME	ENROLL DATE	GR
ANOTHER DISTRICT: NON-PUBLIC	08/19/16	PS

**Required Comment:** The child is enrolled in CCS Learning.

## Family Data Section

FAMILY DATA					
Male Parent/Guardian:	Last Name _____	First Name _____	Female Parent/Guardian:	Last Name _____	First Name _____
Physical Address:	_____	City: _____	State: _____	Zip: _____	Telephone _____
Mailing Address:	If different than physical address _____		City: _____	State: _____	Zip: _____

**Male Parent/Guardian** – Record the name of the male (if any) **currently** responsible for the children. Provide this person’s legal last name and legal first name, in that order.

- For purposes of this program, the male parent is defined as the legal guardian or other person standing in *loco parentis* (such as grandfather, stepfather, uncle, older sibling with whom the child lives or a person who is responsible for the welfare of the child).
- If a male child is the qualifying worker and is signing the COE, write his name in this field and record a dash in the Female Parent/Guardian Field. Enter the parent’s names and contact information (if different) in Comments Section.
- If the child has more than one male parent, or if the child’s legal parent is different from the current parent, provide the name of the child’s legal male parent in the Comments Section.
- If there is no parent information disclosed, record a dash.

**Female Parent/Guardian** – Record the name of the female (if any) **currently** responsible for the children. Provide this person’s legal last name and legal first name, in that order.

- For purposes of this program, the female parent is defined as the legal guardian or other person standing in *loco parentis* (such as grandmother, stepmother, aunt, older sibling with whom the child lives or a person who is responsible for the welfare of the child).
- If the child has more than one female parent, or if the child’s legal parent is different from the current parent, provide the name of the child’s legal female parent in the Comments Section.
- If a female child is the qualifying worker and is signing the COE, write her name in this field and record a dash in the Male Parent/Guardian Field. Enter the parent’s names and contact information (if different) in Comments Section.
- If there is no parent information disclosed, record a dash.

**Physical Address** – Provide the physical address, including the complete name of the street or road where the child currently resides, city or village, two letter postal abbreviation for the state and the five or nine digit zip code.

- P.O. Box addresses are not considered physical addresses.
- In cases where a formal address is not available, include as much identifying information as possible.

**Mailing Address** – Record the mailing address. The mailing address can be a P.O. Box address. Include the street name or P.O. Box number, city, state and the five- or nine-digit zip code. **If the mailing address is the same as the physical address, write same.**

**Telephone** – Record the telephone number of the family, including the area code. If the family **does not have a telephone number**, they need to give a number where a message can be left (not a district number).

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**Note:**

- When parents sign the COE they agree to be contacted by the MEO as part of a Federal requirement to review random COEs. This is why a contact number is important.
-

## Qualifying Move & Work Section

QUALIFYING MOVE & WORK	
1. The child(ren) listed on this form moved	
from a residence in _____	School District / City / State / Country
to a residence in _____	School District / City / State
2. The child(ren) moved (complete both a. and b.):	
a. <input type="checkbox"/> on own as worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.	
b. The worker, <u>First and Last Name of Worker</u> , is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian.	
i. (Complete if "to join or precede" is checked in 2a.) The worker moved on <u>MM/DD/YY</u> .	
The child(ren) moved on <u>MM/DD/YY</u> . (provide comment)	
3. The Qualifying Arrival Date was <u>MM/DD/YY</u> .	
4. The worker moved due to economic necessity in order to obtain:	
a. <input type="checkbox"/> qualifying work, and obtained qualifying work, OR	
b. <input type="checkbox"/> any work, and obtained qualifying work soon after the move, OR	
c. <input type="checkbox"/> qualifying work specifically, but did not obtain the work.	
If the worker did not obtain the qualifying work:	
i. <input type="checkbox"/> The worker has a prior history of moves to obtain qualifying work (provide comment), OR	
ii. <input type="checkbox"/> There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).	
5. The qualifying work,* _____ describe agricultural or fishing work _____ was	
(make a selection in both a. and b.):	
a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment	*If applicable check: <input type="checkbox"/> personal subsistence (provide comment)
b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work	
6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:	
a. <input type="checkbox"/> worker's statement (provide comment), OR	
b. <input type="checkbox"/> employer's statement (provide comment), OR	
c. <input type="checkbox"/> State documentation for _____ Employer _____.	

In this section, record the qualifying move and qualifying work information that documents the child's eligibility for the program. **No cross-outs or mistakes may be made in this section.**

1. The child(ren) listed on this form moved	
from a residence in _____	School District / City / State / Country
to a residence in _____	School District / City / State

**From a Residence** – Print the name of the School District, City, State (two letter abbreviation), and Country abbreviation (USA) from which the child traveled. Refer to the Appendix, page 58 for School District Names and page 57, for the State Abbreviation Key.

- If the child and qualifying worker moved from different residences, record the child's residence (before the qualifying move) as the **from a residence**. Provide the qualifying workers **from a residence** in the Comments Section.

**To a Residence** – Print the name of the School District, City, and State (two letter abbreviation) where the qualifying work was sought or obtained. Refer to the Appendix, page 57, for the State Abbreviation Key. This must be the place to which the child traveled with the qualifying worker or where the child met the qualifying worker for the migrant work.

In school districts which have an area more than 15,000 square miles:

- The children and qualifying worker must have crossed school district boundaries or have traveled a distance of 20 miles or more to a temporary residence. This only applies to children whose eligibility is due to fishing as the qualifying work activity, not agricultural or logging activity.
- Documentation of the migrant moves within a school district with an area more than 15,000 square mile must exist at the district office in the form of a map with a scale to verify the distance traveled to the temporary fishing site. The distance must be 20 miles or more, one way.
- The map must have a scale for determining distance and must be attached to the COE. Parents or guardians will verify the route traveled on the map to ensure the validity of the migrant move.

<p>2. The child(ren) moved (complete both a. and b.):</p> <p>a. <input type="checkbox"/> on own as worker, OR <input type="checkbox"/> with the worker, OR <input type="checkbox"/> to join or precede the worker.</p> <p>b. The worker, <u>First and Last Name of Worker</u>, is the child or the child's <input type="checkbox"/> parent <input type="checkbox"/> spouse <input type="checkbox"/> guardian.</p> <p>i. <input type="checkbox"/> (Complete if "to join or precede" is checked in 2a.) The worker moved on <u>MM/DD/YY</u>.</p> <p>The child(ren) moved on <u>MM/DD/YY</u>. (provide comment)</p>
--

**On Own, With, To Join/Precede** – Check one of the boxes indicating whether the child moved on their own as the worker, with the worker, or joined or preceded the worker to the worksite.

**On Own as Worker** – Mark the box **on own as worker** if the child moved on their own in order to obtain qualifying work. A child must be **at least 14 years old** to be considered a qualifying worker.

**With the Worker** – Mark the box **with the worker** if the child moved at the same time as a parent, spouse, or guardian in order for the worker to obtain qualifying work.

**To Join or Precede the Worker** – Mark the box **to join or precede the worker** if the child moved either before or after the date the qualifying worker moved. If this box is marked, also complete **i** under **2b**, see page 28 for more detailed instructions on how to complete these fields.

**Note:**

- The child's move should occur within 12 months of the worker's move.

**The Worker** – Record the first and last name of the individual, in that order, who sought or obtained the qualifying work. Do not use abbreviations or nicknames for the name. **When the on own as worker box is checked, record the child's name here.**

**Parent, Spouse or Guardian** – Check one of the boxes indicating whether the qualifying worker is the child's parent, spouse or guardian. **Do not select one of these boxes if on own as worker is checked in 2a.**

**Self** – A migrant child, of at least 14 years of age, who makes a move on his/her own to do the qualifying migrant activity.

**Spouse** – The husband or wife of the migratory child.

**Parent/Guardian** – The legal guardian or other person standing in *loco parentis* (such as a grandparent, stepparent, aunt or uncle, older sibling with whom the child lives, or a person who is legally responsible for the welfare of the child).

To Join or Precede the Worker – This section is completed only if the child traveled before or after the qualifying worker and, therefore, joined or preceded the worker at the site where the migrant work was done:

- Record the **date the worker moved** in order to obtain qualifying work.
- Record the **date the children moved** in order for the parent, spouse or guardian to obtain qualifying work.
- Record the reason for the different moves in the Comments Section.

3. The Qualifying Arrival Date was           MM/DD/YY          .

The Qualifying Arrival Date (QAD) – The date that both the child and worker arrived at the residence where the qualifying work was performed. The QAD establishes the child’s eligibility for the MEP, if approved.

- Enter the start date of the most recent qualifying arrival date.
- Record the QAD using the two digit numbers that refer to the month, day, and year. For example, May 20, 2016, would be written 05/20/16.

**Note:**

- As referenced in 2a, the child and worker may not always move together (see 2a). In this case, the QAD would be:
  - the date the child joins the worker who has already moved to the work location or
  - the date when the worker joins the child who has already moved to the work location.

4. The worker moved due to economic necessity in order to obtain:

- a.  qualifying work, and obtained qualifying work, OR
- b.  any work, and obtained qualifying work soon after the move, OR
- c.  qualifying work specifically, but did not obtain the work.

If the worker did not obtain the qualifying work:

- i.  The worker has a prior history of moves to obtain qualifying work (provide comment), OR
- ii.  There is other credible evidence that the worker actively sought qualifying work soon after the move (provide comment).

Type of Qualifying Work – This section is completed to describe, in general terms, the type of work being sought by the qualifying worker.

**Qualifying Work** – Mark **box a.**, qualifying work, and obtained qualifying work, if the qualifying worker moved due to economic necessity in order to obtain seasonal or temporary employment in agriculture or fishing work and obtained that work.

**Any Work** – Mark **box b.**, any work, and obtained qualifying work soon after the move, if the qualifying worker moved due to economic necessity in order to obtain any work and, soon after the move, obtained seasonal or temporary employment in agriculture or fishing work.

**Did not Obtain** – Mark **box c.**, qualifying work specifically, but did not obtain the work, if the child, parent, spouse or guardian moved due to economic necessity to obtain seasonal or temporary employment in agriculture or fishing work, but was unable to obtain that work.

**Prior History of Moves** – Mark **box i.** to indicate that the worker has a prior history of moving to obtain seasonal or temporary employment in agriculture or fishing work. Explain this history in the Comments Section.

**Credible Evidence** – Mark **box ii.** to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker’s control.

5. The qualifying work,* _____ describe agricultural or fishing work _____ was
(make a selection in both a. and b.):
a. <input type="checkbox"/> seasonal OR <input type="checkbox"/> temporary employment
b. <input type="checkbox"/> agricultural OR <input type="checkbox"/> fishing work
*If applicable check: <input type="checkbox"/> personal subsistence (provide comment)

**Qualifying Work** – When describing the specific agricultural or fishing work, the recruiter will use **an action verb** (example: beach seining) from one of the following A or B lists and a **noun** (example: salmon) from one of the C lists on pages 30-34 or the Appendix pages 63-64.

**Note:**

- Only one activity and one catch should be listed in the Qualifying Move & Work Section.
- When more than one qualify activity occurs during the move, record the activity and catch that were the primary purpose of the trip in the Qualifying Move & Work Section. All other activities and catches will be noted in the Comments Section.

**Seasonal or Temporary** – Check the box to indicate whether the specific agricultural or fishing work was seasonal or temporary in nature.

**Seasonal Employment** – Mark the box for seasonal employment if the employment occurs only during a certain period of the year because of the cycles of nature and, by its nature, may not be continuous or carried on throughout the year.

**Temporary Employment** – Mark the box temporary employment if the employment lasts for a limited period of time, usually a few months, but no longer than 12 months.

**Agricultural or Fishing** – Check the box to indicate whether the work was agricultural or fishing purposes.

**Agricultural Work** – Mark the box for agricultural work if the work involves the production or initial processing of crops, dairy products, poultry, livestock or the cultivation or harvesting of trees (logging).

**Fishing Work** – Mark the box for fishing work if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms.

**Personal Subsistence** – Mark the box for personal subsistence if the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch. Also, provide a comment in the Comments Section.

- The personal subsistence statement describes how the food from the personal subsistence migrant activity represents a substantial portion of the family’s food consumption.
- The economic necessity statement describes how the wages from the migrant activity are needed to help the family meet their basic and essential needs.

## Commercial Fishing Terms

Qualifying activities are those required for the catching or initial processing of fish or shellfish for commercial sale. During the interview, use these lists of commercial fishing terms to show **(A) the type of gear or (B) the processing activity and (C) the type of catch** that describe what the qualifying worker did on this migrant move. The qualifying work description in the Qualifying Move & Work Section, page 29, on **the COE must match terms from either boxes A and C or boxes B and C.**

### Examples:

- Drift Net, Salmon
- Freezing, Halibut

<b>A – Type of Gear/Activity</b>		<b>B – Commercial Processing Seafood/Shellfish</b>	
Beach Seining	Longlining	Boxing Line Worker	Loading Dock Worker
Digging	Pot	Canning	Line Worker
Dinglebar	Pound	Cold Storage Worker	Packing Eggs (Roe)
Diving	Power Trolling	Farming	Preparation for
Dragging	Purse Seining	Freezing	Shipping
Dredging	Set Net	Glazing	Smoking
Drift Net	Scow	Halibut Cheeking	Unload and Sort
Fish Wheel	Shoveling		
Gillnetting	Spotting		
Hand Picking	Sunken Net		
Hand Trolling	Tendering		
Jigging	Trawling		
Laying Skates			

**OR**

**AND**

<b>C – Type of Catch</b>			
Abalone	Geoduck	Herring	Shrimp
Arctic Cisco	Halibut	Herring Eggs	Sole
Clams	Octopus	Sablefish	Squid
Pacific Cod	Oysters	Salmon	Mussels
Crab	Lingcod	Scallops	Turbot
Atka Mackerel	Pollock	Sea Cucumber	
Flounder	Rockfish (Redfish)	Sea Urchins	

### Note:

- Only one activity and one catch should be listed in the Qualifying Move & Work Section.
- When more than one qualifying activity occurs during the move, record the activity and catch that were the primary purpose of the trip in the Qualifying Move & Work Section. All other activities and catches will be noted in the Comments Section.

## Subsistence Fishing Terms

Qualifying activities are those required for the catching or initial processing of fish or shellfish for personal subsistence. During the interview, use these lists of subsistence fishing terms to show either **(A) the type of gear or (B) the processing activity, and (C) the type of catch** that describes what the qualifying worker did on this migrant move. The qualifying work description in the Qualifying Move & Work Section, page 29, on the **COE must match terms from either boxes A and C or boxes B and C.**

### Examples:

- Set Net, Whitefish
- Smoking, Salmon

A – Type of Gear/Activity			B – Subsistence Processing Seafood/Shellfish	
Beach Seining	Jigging		Canning	
Digging	Laying Skates		Curing	
Dip Netting	Longlining		Cutting	
Diving	Pot		Drying	
Dragging	<b>Pole*</b>		Freezing	
Drift Net	Purse Seining	<b>OR</b>	Rendering	
Fish Trapping	Set Net		Smoking	
Fish Wheel	Spear		Storing	
Gillnetting	Tendering			
Hand Picking	Power Trolling			
Hand Trolling				

**AND**

C – Type of Catch			
Abalone	Clams	Hooligan	Salmon
Atka Mackerel	Crab	Lingcod	Sablefish
Arctic Char	Dolly Varden	Longnose Sucker	Scallops
Arctic Cisco	Flounder	Mussels	Sheefish
Arctic Grayling	Geoducks	Oysters	Shrimp
Arctic Lampreys	Gumboot Chilton	Pacific Cod	Smelt
Bering Cisco	Halibut	Pike	Stickleback
Black Fish	Herring	Pollock	Trout
Burbot	Herring Eggs	Rockfish (Redfish)	Whitefish

**\*Pole fishing** is acceptable subsistence migrant work. However, a statement is required in the Comments Section verifying that the pole was not used for either sport or recreation.

---

### Note:

- Only one activity and one catch should be listed in the Qualifying Move & Work Section.
  - When more than one qualifying activity occurs during the move, record the activity and catch that were the primary purpose of the trip in the Qualifying Move & Work Section. All other activities and catches will be noted in the Comments Section.
-

## Agriculture/Logging Terms

Qualifying activities for logging are those required for the cultivation and harvesting of trees. **A comment must be provided on all agricultural COEs providing a detailed description/explanation of the type of work/job duties performed, and a comment telling us if immediate or extended family members owns the land the qualifying work took place on.**

During the interview, **use the list of logging terms to show the activity that describes the qualifying work.** The qualifying work description, #5 in the Qualifying Move & Work Section on page 29, must match one of the Activities listed below. **List the name of the logging company on the COE after the activity performed.**

**Example:** Log Chasing, Kake Tribal

<b>Types of Activities</b>			
<b><u>Field</u></b>		<b><u>Yard</u></b>	<b><u>Various Locations</u></b>
Bull Bucking	Log Loader Operating	Boom Boat Operator	Front End Loader
Bushing	Log Towing	Boom Manning	Shovel Operating
Choke Setting	Planting Seedlings	Booming	
Creek Clearing	Rigging Slinger	Bucking	
Cutting	Side Rodding	Log Banding	
Falling	Skidder Operator	Log Scaling	
Grapple Yard Operator	Soil Preparing	Marking	
Hook Tending	Tending Seedlings	Shifting	
Log Chasing	Tree Thinning		

---

### **Note:**

- Loggers frequently perform multiple activities during one season. **List the company and activity that shows what the worker did the majority of the time.**
  - Only one activity and one company should be listed in the Qualifying Move & Work Section.
  - When more than one qualifying activity occurs during the move, record the activity and the company that occurred most often in the Qualifying Move & Work Section. All other activities and companies will be noted in the Comments Section.
-

## Agriculture/Crops Terms

Qualifying activities are those required for the production, harvesting and initial processing of agriculture products such as grains, fruits and vegetables. **A comment must be provided on all agricultural COEs providing a detailed description/explanation of the type of work/job duties performed, and a comment telling us if immediate or extended family members owns the land the qualifying work took place on.**

During the interview, use these lists of agriculture/crop terms to show **(A) the type of work activity or (B) the processing activity and (C) the type of crop** that describes the qualifying work for this migrant move. The qualifying work description in the Qualifying Move & Work Section, page 29, on the **COE must match terms from boxes A and C or boxes B and C.**

**Example:** Preserving, Corn

A – Crop Work Activities		B – Crop Processing Activities	
Applying Herbicides	Hoeing	Canning and Labeling	
Applying Insecticides	Irrigating	Cooking and Preserving	
Breaking/Tilling Soil	Picking	Freezing	
Cultivating/Plowing	Planting	Loading	
Cutting	Preparing Land	Packaging	
Digging	Pruning	Washing and Sorting	
Fertilizing	Thinning		
Growing	Watering		
Harvesting	Weeding		

**OR**

**AND**

C – Crop Types			
Apples	Cherries	Oranges	Tobacco
Barley	Corn	Pine Cones Seeds	Wheat
<b>Berries*</b>	Hay	Potatoes	

**\*Berries – Subsistence berry picking** is different from agricultural berry picking. Agricultural berry picking is usually performed for wages.

---

**Note:**

- Only one activity and one crop should be listed in the Qualifying Move & Work Section.
  - When more than one qualifying activity occurs during the move, record the activity and crop that were the primary purpose of the trip in the Qualifying Move & Work Section. All other activities and crops will be noted in the Comments Section.
-

## Agriculture/Livestock Terms

Qualifying activities are those required for the production or initial processing of livestock. **A comment must be provided on all agricultural COEs providing a detailed description/explanation of the type of work/job duties performed, and a comment telling us if immediate or extended family members owns the land the qualifying work took place on.**

During the interview, use these lists of agriculture/livestock terms to show **(A) the type of work activity or (B) the processing activity and (C) the type of livestock** that describes the qualifying work for this migrant move. The qualifying work description in the Qualifying Move & Work Section, page 29, on the **COE must match terms from either box A and C or box B and C.**

**Example:** Loading and Unloading Livestock, Reindeer

<b>A – Type of Activity</b> Branding/Tagging Cleaning Animals, Stalls, Barns, etc. Feeding, Watering and Tending Fencing/Building & Repairing Fences Loading and Unloading Livestock Preparing for Transport to Processor	<b>OR</b>	<b>B – Processing</b> Cleaning, Maintaining Area & Equip. Labeling Packaging Slaughtering Weighing
<b>AND</b>		
<b>C – Type of Livestock</b>		
Cattle	Horses	Reindeer

---

**Note:**

- Only one activity and one crop should be listed in the Qualifying Move & Work Section.
  - When more than one qualifying activity occurs during the move, record the activity and crop that were the primary purpose of the trip in the Qualifying Move & Work Section. All other activities and livestock will be noted in the Comments Section.
-

6. (Complete if "temporary" is checked in #5a) The work was determined to be temporary employment based on:
- a.  worker's statement (provide comment), OR
  - b.  employer's statement (provide comment), OR
  - c.  State documentation for \_\_\_\_\_ *Employer* \_\_\_\_\_.

Worker's Statement, Employers Statement, State Documentation – If temporary was selected in **box 5a**, one of the following must be checked.

**Worker's Statement** – Mark **box a**, worker's statement if the work was determined to be temporary employment based on a statement by the worker or the worker's family. Provide a comment in the Comments Section.

**Employer's Statement** – Mark **box b**, employer's statement if the work was determined to be temporary based on a statement by the employer or documentation obtained from the employer. Provide a comment in the Comments Section.

**Verification of State Documentation** – Mark the **box c**, verification of State documentation for \_\_\_\_\_ (**employer**) if the State has current documentation that verifies that the work described in **#5** is temporary employment for this particular employer.

**Employer** – Identify the employer, whether it is the name of or code for a farmer, a grower, a business or a corporation, where the worker either sought or obtained qualifying work.

## Additional Moves Box

ADDITIONAL MOVES		
<input type="checkbox"/> The children listed above made additional moves during the last year that together establish a pattern of mobility.	_____ to _____ = _____	
	_____ to _____ = _____	
	_____ to _____ = _____	
<i>MM/DD/YY TO MM/DD/YY = Nights/Day</i>	_____ to _____ = _____	
	_____ to _____ = _____	

Additional Moves – Check this box if additional qualifying moves were made, other than the most recent qualifying move which is listed in the Qualifying Move & Work Section.

List the dates of the other qualifying moves made within the past year on the lines provided in the Additional Moves Section. List the moves in **descending chronological order** (more recent moves at the top and oldest moves at the bottom):

- List any moves that were made during the school year which interrupted the child's education, and
- List moves made during the summer.

---

**Note:**

- List all other additional moves that don't fit in the Additional Moves Box in the Comments Section.
-



- **5 (Personal Subsistence)** – The child qualified on the basis of personal subsistence, meaning that the worker and the worker’s family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch. The personal subsistence statement describes how the food from the personal subsistence migrant activity represents a substantial portion of the family’s food consumption. Refer to the Guide to Economic Necessity and Personal Subsistence Statements in the Appendix, page 65, for more detailed information. Comment must be in the family’s own words.
- **6a or 6b (Temporary Employment)** – The employment is temporary based on the worker’s statement or the employer’s statement. In particular, record the information provided by the worker or employer regarding how long they expect employment to last. The comment should adequately document the temporary nature of the work.
- **Economic Necessity** – A comment must be provided on all COEs stating why the move was an economic necessity for the family. The economic necessity statement describes how the wages from the migrant activity are needed to help the family meet their basic and essential needs. Refer to the Guide to Economic Necessity and Personal Subsistence Statements in the Appendix, page 65, for more detailed information. Comment must be in the family’s own words.

### Additional Comments Required for Various COE Scenarios

- **Additional Moves** – If the move listed on the COE does not have enough nights to qualify and additional nights were listed, a comment must be provided explaining the qualifying activity for the additional nights in the Comments Section. Also, if there are more additional moves than spaces available on the COE, a comment is required listing those additional moves.
- **Agricultural Moves** – A comment must be provided on all agricultural COEs providing a detailed description/explanation of the type of work/job duties performed, and a comment telling us if the immediate or extended family members owns the land the qualifying work took place on.
- **Children Not on Move** – List any children living in the same household who did not go on the move.
  - Due to confidentiality in Special Education, recruiters should not directly ask parents about IEPs. If a child is older than the age of 20, the recruiter should have the records manager check district records for the presence of an active IEP. If the parents volunteer Special Education status, it can be noted on the COE.
- **Extended Move (30 Day Comment)** – If the Residency Date is more than 30 days from the Qualifying Arrival Date on the COE, make a comment explaining the length of the move. This is for qualifying migrant work that took place for more than 30 days.
- **IEP** – If a child is over the age of 20 and has an active IEP on file, a comment is required.
  - Due to confidentiality in Special Education, recruiters should not directly ask parents about IEPs. If a child is older than the age of 20, the recruiter should have the records manager check district records for the presence of an active IEP. If the parents volunteer Special Education status, it can be noted on the COE.
- **Legal Parent/Guardian** – If a child is not living with one of their legal parents/guardians, make a comment. Example: Child lives with mother and the child’s stepfather.
- **Moves Within a 15K+ District (Map Comment)** – A comment is needed to let the reviewer know that a map with a scale is attached and distance has been verified by the recruiter using a district map.
  - If the guardian of the migrant move lives in a different location than the child, a separate map with a scale for both the child and the guardian must be attached to original COE and a map comment for both the child and guardian must be provided.
- **No Middle Name/Initial Only** – If a child on the COE does not have a middle name or only has a middle initial, make a comment.
- **Not Attending School in Recruiting District** – If a child on the COE is not attending school in the recruiter’s district, list the school the child is attending and their enroll date in the Comments Section.

- **On Own Move** – If an eligible migrant child, who is over the age of 14 makes a qualifying migrant move, the migrant activity must directly support the child’s primary household and be an economic necessity for the family. Comments to reflect this must be added in the Comments Section.
- **Permanent Move** – If a migrant eligible child makes a permanent move into the recruiter’s district, they must make a comment and list the actual dates of the qualifying work and date of the move into their district. Residency Date will be the date they made a permanent move into the recruiter’s district. It is recommended that the recruiter provide additional comments on the COE when there are **any other circumstances** whereby a third party may question the eligibility determination.
- **Pole Fishing** – A comment is required verifying that the pole was not used for either sport or recreation.
- **Qualifying Work/Extended Trip** – If a family travels for an extended period, yet all of the time was not spent doing/seeking qualifying work, make a comment. Comment must include actual dates of qualifying work and dates of extended travel. Purpose of the trip must have been to seek qualifying migrant activity.
- **Qualifying Worker (Guardian)/Different Household** – The qualifying worker does not live in the household with the migrant child, record the physical address and phone number of the qualifying worker in the Comments Section, including the city and state. P.O. Box addresses are not considered physical addresses. Record the worker’s relationship to the children listed on the COE in the Comments Section.
  - If the qualifying work was for personal subsistence and the worker does not live with the child, the recruiter must verify and provide a statement in the Comments Section that the food/income directly supports the child’s primary household.
- **Sibling on Another COE** – A comment is required if a sibling is on another COE due to different move dates, etc.
- **Two or More Middle Names** – If a child has more than one middle name, recruiters should enter as much of the middle name in the Child Data Section. Record what does not fit in the Comments Section.
- **Wages (Including Commercial Fishing)** – If the qualifying work activity is for wages, a comment must be included indicating why the income from the work is an economic necessity for the family. This includes commercial fishing. **Do not ask for or record any monetary values.**

## Parent/Guardian/Spouse/Worker Section

PARENT/GUARDIAN/SPOUSE/WORKER SIGNATURE		
I understand the purpose of this form is to help determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.		
_____	_____	_____
(Signature)	(Relationship)	(Date)

**Signature** – This signature is required for a child to be enrolled in the MEP. It is required on all New Student/New Move COEs. Signatures do not have to be original. They can be faxed or scanned, as long as the quality of the signatures on the COE are clear.

After the parent, or the person interviewed, reviews the COE and certifies it for accuracy, he/she signs indicating all of the information is true to the best of his/her knowledge. Parents and/or qualifying workers certify the truth of economic necessity by signing the COE. Without this verification, the child will not be enrolled in the MEP.

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**Note:**

- A Parent/Guardian/Spouse/Worker signature on a COE also certifies that a parent is willing to talk to the MEO, should they be contacted.
- 

**Relationship** – The person who is interviewed records his/her relationship to the child.

**Date** – The person who is interviewed records the date on which he/she signed the form.

## Eligibility Data Certification Section

ELIGIBILITY DATA CERTIFICATION			
I certify that based on the information provided to me, which in all relevant aspects is reflected above, these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and so are eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable and valid and understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.			
_____	_____	_____	_____
(Signature of Interviewer)	(Date)	(Signature of Designated SEA Reviewer)	(Date)

**Signature of Interviewer** – After completing the interview and entering all necessary information on the COE, the interviewer should review the COE for completeness and accuracy. The interviewer signature is required on all COEs.

**The Parent/Guardian/Spouse/Worker should always sign and verify information on the COE before the interviewer and Designated SEA Reviewer sign.** There will be situations where the interviewer is unable to sign the same day as the interview because the parent/guardian/spouse/worker has not yet signed the COE. In this case, the interviewer should submit the COE to the parent to sign first, then it should be signed by the interviewer and dated when the COE is returned for review.

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**Note:**

- By signing the COE, the interviewer does not guarantee eligibility.
  - A final determination will be made by the MEO, conveyed to records managers, and then passed on to the family.
  - **Recruiters cannot interview or sign for their own family.**
- 

**Signature of Designated SEA Reviewer** – At least one designated SEA reviewer must check each completed COE to ensure that the written documentation is sufficient and that, based on the recorded data, the children on the form are eligible for MEP services. A designated SEA reviewer must sign and date the COE on the day it was reviewed.

**Date** – Record the date on which the COE was reviewed and signed.

# Important Reminders About New Move/New Student COEs

## Filling in the Blanks

Fill in the blanks with the exception of the COE ID#. When an answer is not available or does not apply, record a dash in the field where the information would be recorded to indicate that this information was not overlooked. **Do not record a dash in the COE ID# or Student ID Fields.**

## QAD/Residency Date/Enroll Date

In most cases, this should be the order that the three important dates on a COE occur. The QAD should be first, the date that the child and qualifying worker arrive at the location where the qualifying work is sought. The Residency Date is next, when the child comes back to or establishes residency in the recruiter's district. Finally, the Enroll Date, the first day the child attends school after the qualifying move.

If a qualifying migrant child is making a permanent move to the recruiter's district, the dates could feasibly all be the same, but they will never be in reverse order. For questions about the order of dates, please contact the MEO.

## COE Corrections

### **Qualifying Move & Work Section corrections:**

- **No corrections may be made in this section of the COE.** New forms must be filled out if errors are made **anywhere** in the Qualifying Move & Work Section.
- Recruiters often find it helpful to start with the Qualifying Move & Work Section, since no errors are accepted in this section. Any mistakes made would require rewriting the entire form and new signatures would need to be obtained.

### **Corrections on all other sections of the COE:**

- Draw a single line through the incorrect information. The original text should still be readable. Use an ink color other than blue or black to make it easy to distinguish from the original text. Do not use whiteout or correction tape.
- If additional information is added to a newly written COE by the recruiter or records manager, the correct information should be initialed and dated by the person making the change.
- The source of the correct information should be indicated in the Comments Section.

## Additional Information

It may be helpful to fill out a draft of the COE, or another form designed by the district, when collecting information from the parents. Once all the information is collected and the child appears to meet the eligibility requirements, transfer the information onto an official COE. The parent/guardian/spouse/worker must sign the official COE form after it is completed. When using the electronic COE, the recruiter must print two copies and have both copies signed.

# Annual Recertification of No New Moves (ARC)

## About the ARC

Alaska's migrant children are identified and recruited by trained migrant education staff at each school district. This form is used when eligible migrant children have not made any additional qualifying moves since their last qualifying activity, but they are still currently eligible. An Annual Recertification of No New Moves recertifies a child's eligibility in the recruiter's district. Detailed instructions for completing an ARC are found on pages 43-46. A copy of the ARC form is available on page 42.

### **The Annual Recertification of No New Moves (ARC) Form – Hard Copy**

- The ARC is printed on an 8.5 x 11 form.
- The ARC original which must be kept in the migrant children files for 10 years.
- A copy should be offered to the family for their records.

### **The Annual Recertification of No New Moves (ARC) Form – Electronic Version**

- The ARC is available in an electronic version. A copy of the electronic ARC can be found on the flash drive received at fall training. Completed electronic ARCs must not be saved on personal computers due to potential problems in securing child data. Electronic ARCs should be printed and then deleted.

ARCs can only be filled out for a student when all three of the following are true:

1. a child still has eligibility in your district
2. a recruiter has contacted the family to confirm a new move was not made since their last interview, and
3. the child is still living in the recruiter's district, the child is attending school in the recruiter's district or child is being served by the recruiter's district with MEP funds.

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#### **Note:**

- Children living in the same household can be listed on the same ARC even if their move dates are different.
-



# Top of ARC

<b>ANNUAL RECERTIFICATION OF NO NEW MOVES</b> STATE OF ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT	<b>SCHOOL DISTRICT NAME</b>	<b>SCHOOL YEAR</b> 2016-2017
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School District Name – Print the name of the school district (no abbreviations).

School Year – The current school year is preprinted on the upper right corner of the ARC.

## Instructions Section

INSTRUCTIONS
Annual Recertification Forms should only be filled out when: <ol style="list-style-type: none"><li>1. a child still has eligibility in your district</li><li>2. a recruiter has contacted the family to confirm a new move was not made since their last interview, and</li><li>3. the child is still living in the recruiter's district, the child is attending school in the recruiter's district or the child is being served by the recruiter's district with MEP funds.</li></ol>

ARC forms can only be used in the following situation:

1. a child has a currently eligible COE already on file **in your district**,
2. the recruiter **has contacted the family** to confirm that a new move was not made since their last interview, and
3. the child is still **living in** the recruiter's district, the child is **attending school in** the recruiter's district or the child is being **served by** the recruiter's district with MEP funds.

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### Note:

- If a child moves into the recruiter's district and is currently eligible in the migrant program, the recruiter must fill out a new student COE in order to establish the child's eligibility in the new district.
-

## Child Data Section

CHILD DATA									
Student ID	Last Name 1	Last Name 2	First Name	Middle Name	SUF	School Name	Enroll Date	GR	EOE

This section includes information about the child including student ID, full name, sex, birth date, and school information for the 2016-2017 school year.

- List all eligible children in the family who made the previous qualifying move from youngest to oldest with the **youngest child at the top of the list**.
- Only children living in the same household can be listed on an ARC. If any children in the household were listed on separate a COE due to different qualifying move information, they can be listed on an ARC.

**Student ID** – If a child is enrolled in a public school, the records manager can obtain the child’s Alaska Student ID from the district registrar. For children who have never been in an Alaskan public school, MIS2000 will generate a number. If a child’s Alaska Student ID is not known, leave this space blank. Do not enter any other number in this space, including school or district identification numbers. Do not draw a line through this space.

**Last Name 1** – Print the legal surname for each child. Take care to spell names correctly and write legibly. Ask the parent to check the spelling of the child’s name. If the child has a multiple or hyphenated last name, record the first part of the name in this box.

**Last Name 2** – With multiple or hyphenated last names, record the second part of the name in this box. If the child does not have a multiple or hyphenated last name, record a dash. If the child has more than two last names, record the entire name in the correct order in the Comments Section.

**First Name** – Print the child’s legal first name. Do not use nicknames or titles.

**Middle Name** – Print the child’s full middle name. If a child has no middle name, record a dash and make a comment in the Comments Section. If a child has an initial only as a middle name (i.e., Sarah J. Thomas), record the initial in the Middle Name Field and make a comment in the Comments Section. If a child has multiple middle names, list the first middle name only in the Middle Name Field and make a comment.

**SUF** – (Suffix) If the child has a suffix, such as Jr. or III, print it in this box. Otherwise, record a dash.

**School Name** – Print the name of the school where the child is enrolled (no abbreviations). Migrant children are either A) enrolled in school in the recruiter’s district, B) enrolled in a non-district program, C) not in school, D) attending school in another district, or E) enrolled in a non-public school in another district.

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**Note:**

- See appendix page 60-62 for more information.
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**Enroll Date** – The first day of school the child attends after the most recent qualify move.

- If the child is enrolled in a public school in the recruiter’s district, enter the date that the child started school after the most recent move documented on the COE (refer to example 1 under School Name on page 61), or
- If the child is enrolled in a public school in another district, enter the date that the child started school after the most recent move documented on the COE (refer to example 5 under School Name on page 62), or
- If the child is enrolled in a non-public school in the recruiter’s district, enter the date that the child started school after the most recent move documented on the COE (refer to examples 2 under School Name on page 61), or
- If the child is enrolled in a non-public school in another district, enter the date the child started school after the most recent move (refer to example 6 under School Name on page 62), or
- If the child is not enrolled in school, such as an Out of School Youth or infant, leave the enroll date blank (refer to examples 3 & 4 under School Name on pages 61 & 62).

**GR** – (Grade) Enter the child’s current grade (or grade last attended if no longer in school) at the time the ARC is completed. A grade must be listed for every child who is enrolled in a school program whether it is home school, private school, or in a school operated by the district. Children attending preschool programs will have PS reported for their grade. Children not yet attending any school are listed as grade 00. Children who were in school at some point, but are no longer attending are listed as grade OY.

**Grade (GR)**

<b>Code</b>	<b>Grade</b>
<b>00</b>	Not Yet in School
<b>PS</b>	Preschool
<b>K</b>	Kindergarten
<b>1</b>	First Grade
<b>2</b>	Second Grade
<b>3</b>	Third Grade
<b>4</b>	Fourth Grade
<b>5</b>	Fifth Grade
<b>6</b>	Sixth Grade
<b>7</b>	Seventh Grade
<b>8</b>	Eighth Grade
<b>9</b>	Ninth Grade
<b>10</b>	Tenth Grade
<b>11</b>	Eleventh Grade
<b>12</b>	Twelfth Grade
<b>OY</b>	Out of School Youth

**EOE** – (End of Eligibility Date) Enter each child’s EOE date here. The EOE date is three years after the Qualifying Arrival Date (QAD).



# Glossary

## Acronyms/Abbreviations

<b>AKSID</b>	Alaska Student ID
<b>ARC</b>	Annual Recertification of No New Moves
<b>CNA</b>	Comprehensive Needs Assessment
<b>COE</b>	Certificate of Eligibility
<b>EB</b>	Ethnic Breakdown
<b>EED</b>	Alaska Department of Education & Early Development
<b>EOE</b>	End of Eligibility
<b>EL</b>	English Language Learner
<b>FERPA</b>	Family Education Rights and Privacy Act of 1974
<b>GR</b>	Grade
<b>ID&amp;R</b>	Identification and Recruitment
<b>IEP</b>	Individualized Education Program
<b>LEA</b>	Local Education Agency (School District)
<b>MB</b>	Multiple Birth
<b>MEO</b>	Migrant Education Office at the State of Alaska, EED
<b>MEP</b>	Migrant Education Program
<b>OME</b>	U.S. Department of Education's Office of Migrant Education
<b>OSY</b>	Out of School Youth
<b>PAC</b>	Parent Advisory Council
<b>PFS</b>	Priority for Service
<b>QAD</b>	Qualifying Arrival Date
<b>RES</b>	Residency Date
<b>SDP</b>	Service Delivery Plan
<b>SEA</b>	State Education Agency
<b>SP</b>	Supplemental Programs
<b>TA</b>	Technical Assistance
<b>VER</b>	Birth Date Verification Code

## Definitions

<b>Active/Accepted COE</b>	A COE is active/accepted when the COE has been reviewed and all children on the COE are deemed eligible.
<b>Agricultural Production</b>	Work done at facilities engaged in the growing and harvesting of crops or the keeping of livestock.
<b>Agricultural Work</b>	The production or initial processing of crops, dairy products, poultry or livestock, as well as the cultivation or harvesting of trees.
<b>Annual Recertification of No New Moves (ARC)</b>	A form used when eligible migrant children have not made any additional qualifying moves since their last qualifying activity, but they are still currently eligible. An Annual Recertification of No New Moves recertifies a child's eligibility in the recruiter's district.
<b>Annual Verification</b>	The State of Alaska requires all migrant children to be contacted each year for verification of eligibility in the Migrant Education Program.
<b>Canceled COE</b>	There are several reasons for cancelling a COE including: children are not eligible, move was too short in length, the family did not travel far enough, no economic necessity indicated, etc.
<b>Certificate of Eligibility (COE)</b>	A form adopted by the U.S. Department of Education and the Alaska Migrant Education Program that is used to document a child's eligibility. The COE contains the information needed to certify a child as eligible.
<b>Continuation of Services</b>	School districts may choose to offer services to migrant children whose eligibility has ended under the following conditions: a child who ceases to be a migratory child during a school term shall be eligible for services until end of such term; a child who is no longer a migratory child may continue to receive services 1 additional school year, but only if comparable services are not available through other programs; and secondary school students who are eligible for services in secondary school may continue to be served through credit accrual programs until graduation.
<b>Cultivation of Trees</b>	Work that promotes the growth of trees.
<b>Designated SEA Reviewer</b>	The staff member at the district office that has agreed to be the district's final reviewer on all COEs.
<b>Economic Necessity</b>	Demonstrated through wages or income from migrant work and/or through personal subsistence. The wages from the migrant activity are needed to help the family meet their basic and essential needs, or the food from the personal subsistence migrant activity represents a substantial portion of the family's food consumption.
<b>Enroll Date</b>	The first day the child attends school in the recruiter's district after making a qualifying move for the current school year.
<b>Extended Move</b>	When the qualifying migrant activity takes place for 30 or more days.
<b>Extended Trip</b>	When a family travels for an extended period of 30 days or more, yet all of the time was not spent doing/seeking qualifying work.
<b>Fall Recruitment Report</b>	Serves as a to do list showing all of the eligible migrant children in a district from the previous school year. The district must contact all children and families in the list to recertify as migrant eligible for the current school year.

<b>FERPA</b>	The Family Education Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records.
<b>Fishing Work</b>	The catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. It consists of work performed for wages or personal subsistence.
<b>Guardian Move</b>	Type of move where the qualifying worker is not the children's parent and/or legal guardian. The qualifying worker is the guardian of the children for the move. The food and/or income must go back to support children's main household. The guardian must be 14 years or older.
<b>Harvesting of Trees</b>	The act of gathering or taking of the trees. Some examples of harvesting are: topping, felling and skidding. This does not include harvesting for personal use.
<b>Identification</b>	Determining the location and presence of potentially eligible migrant families/children.
<b>IEP</b>	Is a written document required for each child who is eligible to receive special education services.
<b>Rejected COE</b>	A COE is marked Rejected if more information is needed, this could be due to missing or inaccurate information on the COE.
<b>Initial Processing</b>	Work that is beyond the production stage of agricultural work and precedes the transformation of the raw product into something more refined.
<b>MEO</b>	The Migrant Education Office (MEO) is located at the Department of Education and Early Development (EED) office in Juneau.
<b>Migrant Coordinator</b>	The district-level staff member responsible for ensuring local quality control of the migrant identification, recruitment and eligibility certification process. The coordinator also ensures that key tasks are completed by the deadline and may also develop a program plan or be involved with the federal grant application.
<b>Migratory Child</b>	A child under the age of 20 (22 with an active IEP) who has moved due to an economic necessity on their own, with or to join a parent/guardian or spouse, across school district boundaries (or more than 20 miles in a school district of more than 15,000 square miles) within the last 36 months to obtain or seek work that is seasonal or temporary in a fishing, logging or agricultural activity.
<b>Migratory Fisher</b>	A person who, in the preceding 36 months, has moved from one school district to another, in order to obtain seasonal or temporary employment in fishing work. This definition also includes a person who, in the preceding 36 months, resided in a school district of more than 15,000 square miles and moved a distance of 20 miles or more to a temporary residence in order to obtain seasonal or temporary employment in fishing work.
<b>MIS2000</b>	The migrant database where migrant eligibility information is entered, stored and reported.
<b>Move</b>	A change from one residence to another that occurs due to an economic necessity.
<b>New Move/New Student COE</b>	This procedure is used for children who are new to the migrant program or have been in the program, but have made a new qualifying move since the last parent interview. A New Move COE begins a child's eligibility for three years. This procedure is used for children who are new to the migrant program or have been in

the program, but have made a new qualifying move since their last qualifying migrant move last parent interview.

<b>Not Yet in School</b>	A child who is usually under the age of 5, and has not yet enrolled in any school.
<b>On Own Move</b>	The child engages in the migrant work activity, is at least 14 years of age, and moves to the work site on his/her own.
<b>Out of School Youth</b>	A child who has dropped out of school.
<b>Parent Advisory Council</b>	A council comprised of migrant parents representing all regions of the state to provide a means for community and parent input during the planning, operation and evaluation of a Migrant Education Program project.
<b>Parent/Guardian</b>	The legal guardian or other person standing in <i>loco parentis</i> (such as a grandparent, stepparent, aunt or uncle, older sibling with whom the child lives, or a person who is legally responsible for the welfare of the child).
<b>Permanent Move</b>	An eligible migrant child who makes a move to live and/or go to school in a district from another district.
<b>Personal Subsistence</b>	The worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch.
<b>Preprinted COE</b>	Used as a reference tool during the recruiting process. Preprints provide data on the child's most recent qualifying move as reported in MIS2000.
<b>Priority for Service</b>	A term used to identify students in greatest need of migrant education services. These are students who have been determined to be failing or at risk of failing to meet state academic content and achievement standards and whose education has been interrupted during the regular school year due to a qualifying migrant move.
<b>Qualifying Arrival Date</b>	This is the date that the child and qualifying worker arrive at the location where the qualifying work is sought or obtained.
<b>Qualifying Move</b>	To qualify, a move must consist of a minimum of one night/two days. A minimum total of at least seven nights/eight days must be spent over the course of a year engaged in the qualifying work activities.
<b>Qualifying Worker</b>	The move must be made by the qualifying worker and the child. The qualifying worker is the person who actually did the qualifying migrant work.
<b>Records Manager</b>	The district-level staff member assigned the responsibility of collecting and recording all pertinent migrant student data on a timely basis and transmitting such information to the MEO by MIS2000.
<b>Recruiter</b>	The district-level staff member assigned to identify and recruit migrant families. This person usually conducts the parent interviews and completes the COEs.
<b>Recruitment</b>	The process of making contact with migrant families, explaining the MEP, securing the necessary information to make a determination that the child is eligible for the MEP, and recording the basis of the child's eligibility on a COE.
<b>Residence</b>	A place where one lives and not just visits. In certain circumstances, boats, vehicles, tents, trailers, etc., may serve as a residence.
<b>Residency Date</b>	It is the date the family establishes or reestablishes residency in the recruiter's district once the migrant activity is completed. This date must be the same or later than the Qualifying Arrival Date (QAD).

<b>Seasonal Employment</b>	A qualifying migrant work activity that occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year.
<b>Self</b>	A migrant child, of at least 14 years of age, who makes a move on his/her own to do a qualifying migrant activity.
<b>Spouse</b>	The husband or wife of the migratory child.
<b>Temporary Employment</b>	A qualifying migrant work activity that is conducted for a limited time frame (usually only a few months, but no longer than 12 months).
<b>To Join/Precede Worker</b>	When the child moves to the work site independently from the qualifying worker. The child's move may either precede or follow the worker's move. The date of the child's move must be within 12 months of the date the qualifying worker's move.



# Appendix

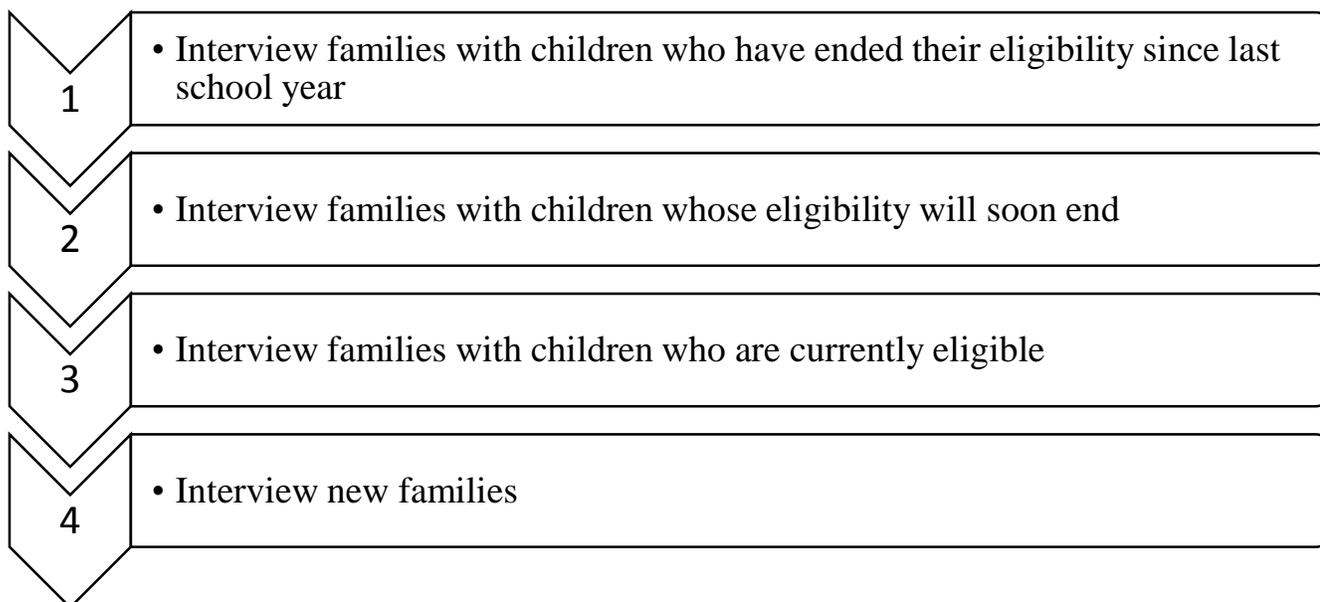
## Eligibility Checklist

### WE CAMP

Qualifying Work	Economic Necessity	School Completion	Age	Move	Purpose

- W** The qualifying **work** obtained or sought is in fishing, logging or agriculture, and is seasonal or temporary.
- E** The move was due to an **economic** necessity.
- C** The child has not graduated from high school (school **completion**).
- A** The child is not older than 20 years of **age**, or not older than 22 years of **age** with an active IEP on file.
- M** The child **moved** across school district boundaries on own, with or to join a parent/guardian or spouse within the last 36 months for a total of at least 7 nights/8 days in a one year period.
- P** The **purpose** of the move was to seek or obtain qualifying work.

## Interviewing/Recruiting Order



## Sample Interview

**RECRUITER:** *Hello, my name is \_\_\_\_\_, may I speak with \_\_\_\_\_ (parent or guardian)?*

**RECRUITER:** *I work for the school district's Migrant Education Program.*

Note: Explain the program and potential services your district provides migrant children to the parent/guardian. Examples: Free Lunch, Migrant Book Program, Tutoring, Summer Services, School Supplies, Family Support, etc.

**RECRUITER:** *Do you have a moment to answer a few questions? All information is confidential.*

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**Note:**

- For information about privacy, see the FERPA section of the Recruiter Handbook p.5-7.
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**PARENT:** *YES/NO*

**RECRUITER:** *My job is to conduct an interview in order to determine if your child(ren) are eligible for the migrant program. It should only take about 10 minutes. Do you have time for that now?*

**PARENT:** *YES/NO*

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**Note:**

- For each of the questions, if the family's activity appears to qualify under the requirements of the program, continue with your questions. If you realize the family does not qualify, thank them for their time and end the interview.
- 

**RECRUITER:** *When you enrolled your child(ren) in school this fall, you completed a Migrant Program Questionnaire in which you indicated that your family traveled from their home to fish/do agricultural work this past year. Is this correct?*

**PARENT:** *YES/NO*

Note: If the family did not participate in qualifying work or travel across school district boundaries (or travel more than 20 miles in a 15K+ district for fishing moves only), thank them for their time and let them know you do not need any further information. If they are interested in the program, explain the program and give them the contact information for your district's migrant education office. Notify your records manager of family's ineligibility.

**RECRUITER: (Possible Questions)**

- *Where did your family move to do the qualifying work?*
- *Which family members went on the move?*
- *Who was the person doing the fishing/agricultural work?*
- *When did you last go on a fishing trip/agricultural move?*
- *How long was the qualifying worker doing the work?*
- *What type of fishing/agricultural work did you do?*
- *Did the children travel with the worker, or join or precede the worker?*
- *When did the children arrive?*
- *Did the children leave the location with the worker?*
- *What type of fish were you fishing for?*

- *What were the types of crops?*
- *Do you rely on the outcome of this work as a basic/essential source of support for the family? How?*
- *Please explain how this activity helps/assists your family.*
- *What hardships would your family encounter if not for this activity?*
- *Why is this activity a need for your family?*
- *Could you please give me some examples of how this activity helps your family financially?*
- *Was the fish caught for personal subsistence?*
- *Were the crops for personal subsistence?*
- *Did you travel away from your home for other fishing trips or agricultural work?*

**Note:**

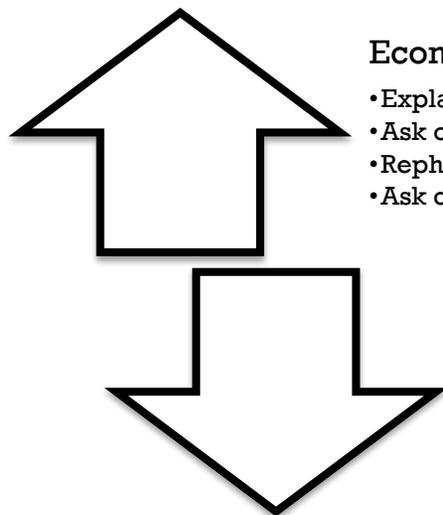
- If the parent is interested in the program and the family is potentially eligible, ask if the parent chooses to enroll their children into the program. If they choose to enroll, record all the information required onto a COE. Once the COE is completed, ask the parent to review the COE and verify its accuracy. The parent then signs the COE

Inform the parent that the COE will be reviewed both at the district level and at the State’s Migrant Education Office for approval. The district will receive notification once the final eligibility determination has been made. Parents will receive a copy of the COE for their records.

Periodically, a family is not interested in having their children be part of the program, despite meeting eligibility requirement. You may explain that even if the children do not make use of Migrant Education services right now, they could benefit from services at a later date because the children are eligible for three years. If they are still not interested, thank them for their time and for sharing their information with you; leave your contact information in case they change their mind.

Example of services districts may offer:

- free meal benefits
- preschool programs
- summer school programs
- migrant book program
- social work and family support services
- reading, math, language arts (supplemental)
- career education instruction
- other academic/study skills
- health/safety and nutrition



**Economic Necessity Statement Do’s**

- Explain what economic necessity is
- Ask open ended questions
- Rephrase questions if family does not understand
- Ask clarifying questions

**Economic Necessity Statement Don’ts**

- Ask or record any monetary values
- Ask leading questions
- Ask intrusive questions

## COE Key Charts

<b>Gender (SEX)</b>	
<b>Code</b>	<b>Gender</b>
<b>M</b>	Male
<b>F</b>	Female

<b>Multiple Birth (MB)</b>	
<b>Code</b>	<b>Multiple Birth Type</b>
<b>Y (Yes)</b>	Twin, Triplet or Other Multiple Birth
<b>N (No)</b>	Single Birth

<b>Birth Date Verification Code (VER)</b>	
<b>Code</b>	<b>Verification Type</b>
<b>1003</b>	Baptismal or Church Certificate
<b>1004</b>	Birth Certificate
<b>1005</b>	Entry in Family Bible
<b>1006</b>	Hospital Certificate
<b>1007</b>	Parent's Affidavit
<b>1008</b>	Passport
<b>1009</b>	Physician's Certificate
<b>1010</b>	Previously Verified School Records
<b>1011</b>	State Issued ID
<b>1012</b>	Driver's License
<b>1013</b>	Immigration Document
<b>1082</b>	Life Insurance Policy
<b>1099</b>	Other

<b>Ethnic Breakdown (EB)</b>	
<b>Code</b>	<b>Race/Ethnicity</b>
<b>1</b>	White (Caucasian)
<b>2</b>	Black or African American
<b>3</b>	Hispanic/Latino
<b>4</b>	Asian
<b>5</b>	American Indian
<b>6</b>	Alaska Native
<b>7</b>	Two or More Races
<b>8</b>	Native Hawaiian or Pacific Islander

<b>Grade (GR)</b>	
<b>Code</b>	<b>Grade</b>
<b>00</b>	Not Yet in School
<b>PS</b>	Preschool
<b>1</b>	First Grade
<b>2</b>	Second Grade
<b>3</b>	Third Grade
<b>4</b>	Fourth Grade
<b>5</b>	Fifth Grade
<b>6</b>	Sixth Grade
<b>7</b>	Seventh Grade
<b>8</b>	Eighth Grade
<b>9</b>	Ninth Grade
<b>10</b>	Tenth Grade
<b>11</b>	Eleventh Grade
<b>12</b>	Twelfth Grade

## State Abbreviations Key

<b>State</b>	<b>Abbreviation</b>
Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
Florida	FL
Georgia	GA
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY
Washington DC	DC

## Alaska School Districts

<b>Alaska Gateway School District</b>	<b>Kodiak School District</b>
<b>Aleutians East School District</b>	<b>Kuspuk School District</b>
Aleutian Region School District	<b>Lake &amp; Peninsula School District</b>
<b>Anchorage School District</b>	<b>Lower Kuskokwim School District</b>
Annette Island School District	<b>Lower Yukon School District</b>
<b>Bering Strait School District</b>	<b>Mat-Su School District</b>
<b>Bristol Bay School District</b>	<b>Mt. Edgecumbe School District</b>
Chatham School District	<b>Nenana School District</b>
Chugach School District	<b>Nome School District</b>
Copper River School District	North Slope School District
<b>Cordova School District</b>	<b>Northwest Arctic School District</b>
<b>Craig School District</b>	<b>Pelican School District</b>
Delta-Greely School District	<b>Petersburg School District</b>
Denali School District	Pribilof School District
<b>Dillingham School District</b>	<b>Saint Mary's School District</b>
<b>Fairbanks School District</b>	<b>Sitka School District</b>
<b>Galena School District</b>	Skagway School District
<b>Haines School District</b>	<b>Southeast Island School District</b>
<b>Hoonah School District</b>	<b>Southwest Region School District</b>
<b>Hydaburg School District</b>	<b>Tanana School District</b>
<b>Iditarod School District</b>	Unalaska School District
Juneau School District	<b>Valdez School District</b>
<b>Kake School District</b>	<b>Wrangell School District</b>
<b>Kashunamiut School District</b>	<b>Yakutat School District</b>
<b>Kenai School District</b>	Yukon Flats School District
Ketchikan School District	<b>Yukon/Koyukuk School District</b>
<b>Klawock School District</b>	<b>Yupiit School District</b>

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**Note:**

- Districts participating in the Migrant Education Program are bolded.
-

## School District Boundaries

**Districts with an area less than 15,000 square miles** – In all school districts which have an area less than 15,000 square miles, the migrant child and the qualifying worker **must cross school district boundaries** for fishing and/or agricultural activities.

Anchorage	Dillingham	Kake	Nome	Tanana
Annette Island	Fairbanks	Kashunamiut	Pelican	Unalaska
Bristol Bay	Galena	Ketchikan	Petersburg	Valdez
Cordova	Haines	Klawock	Pribilof	Wrangell
Craig	Hoonah	Kuspuk	Saint Mary's	Yakutat
Delta-Greely	Hydaburg	Mt. Edgecumbe	Sitka	Yupitit
Denali	Juneau	Nenana	Skagway	

**Districts with an area more than 15,000 square miles** – In all school districts which have an area more than 15,000 square miles, the migrant child and the qualifying worker **must cross school district boundaries** or the migrant child and the qualifying worker **must have traveled 20 miles or more, one way**, for temporary or seasonal **fishing work only**. The 20+ mile rule does not apply to agricultural or logging moves.

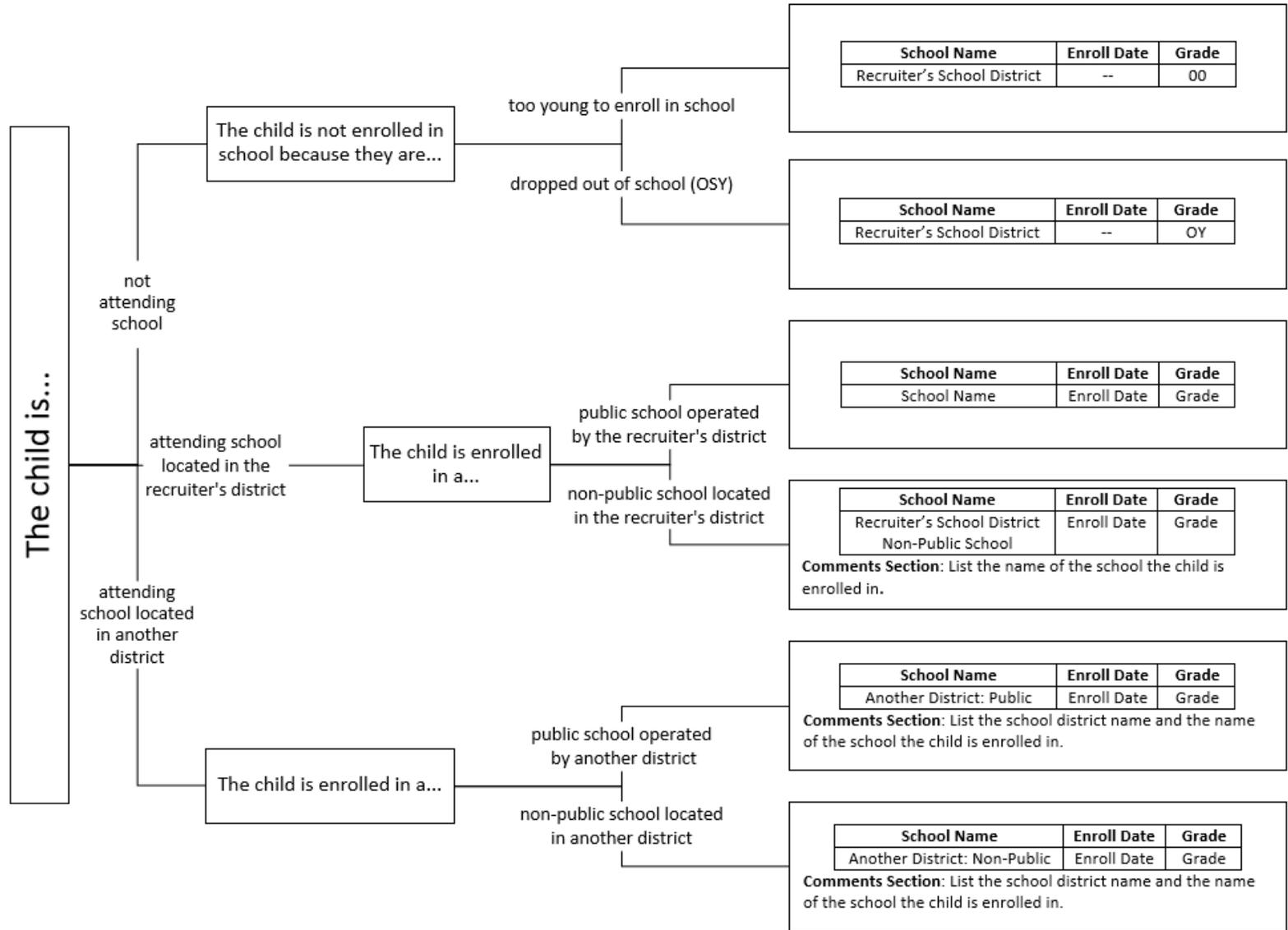
Alaska Gateway	Chugach	Lake & Peninsula	Northwest Arctic
Aleutian Region	Copper River	Lower Kuskokwim	Southeast Island
Aleutians East	Iditarod	Lower Yukon	Southwest Region
Bering Strait	Kenai Peninsula	Matanuska-Susitna	Yukon Flats
Chatham	Kodiak	North Slope	Yukon-Koyukuk

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### Note:

- Further documentation for moves in districts with more than 15,000 square miles must be done during the parent interview process. **A map is required to document moves of 20 miles or more.** The map must have a legend/scale for determining distance and must be attached to the original COE and be kept on file at the district office.
  - Districts must adopt necessary procedures to ensure the validity of the qualifying move. On the COE, the specific geographic location of the most recent qualifying move must be listed to determine eligibility.
-

# School Name/Enroll Date/Grade Flowchart



## School Name/Enroll Date/Grade Scenarios

Below are examples of different scenarios showing how to fill out the School Name, Enroll Date and Grade on the COE/ARC.

### **For Children Attending School in the Recruiter's District**

#### 1. Enrolled in a **Public School** in the Recruiter's District

This scenario pertains to children from **preschool to grade 12** enrolled in any **public school operated by the recruiter's district**. This includes the recruiter's district operated public schools, preschools, charter schools, and homeschools. **This scenario does not include head start programs.**

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting lives in Mat-Su School District and is enrolled in Palmer Middle School, a public school operated by the Mat-Su School District. The child is in the 7th grade and their first day of school after their most recent qualifying move for the current school year was 08/20/16.

SCHOOL NAME	ENROLL DATE	GR
PALMER MIDDLE SCHOOL	08/20/16	7

**Required Comment:** None

#### 2. Enrolled in a **Non-Public School** in the Recruiter's District

This scenario pertains to children from **preschool to grade 12** enrolled in any **non-public school located in the recruiter's district**. Non-public schools include, **head start programs, private schools, and homeschools**. The name of the school in which they attend must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is enrolled in Valley Christian School, a private school. The child is in the 3rd grade and their first day of school after their most recent qualifying move for the current school year was 08/21/16.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU NON-PUBLIC SCHOOL	08/21/16	3

**Required Comment:** The child is enrolled in Valley Christian School.

### **For Children Not Attending Any School**

#### 3. **Not Yet in School**

This scenario pertains to children/babies who are **too young to enroll** in school.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is too young to be enrolled in school, but went on the qualifying move.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU SCHOOL DISTRICT	---	00

**Required Comment:** None

4. Not Enrolled in School (**Out of School Youth**)

This scenario pertains to children who were in school at some point, but **are no longer attending**. These children must not have a high school diploma. They can, however, possess a GED.

**Example:** You are a recruiter for the Mat-Su School District. The child you are recruiting has dropped out of school.

SCHOOL NAME	ENROLL DATE	GR
MAT-SU SCHOOL DISTRICT	---	OY

**Required Comment:** None

**For Children Going to School in Another District**

5. Enrolled in a **Public School Operated by Another District**

This scenario pertains to children who are **enrolled in a State of Alaska public school**, including **preschool and homeschools that are operated by any district other than the recruiter's**. The school district name and the name of the school the child is enrolled in must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting resides in Mat-Su School District, but is enrolled in Mt. Edgecumbe High School, a public high school operated by Mt. Edgecumbe School District. The child is in the 10th grade and their first day of school after their most recent qualifying move for the current school year was 08/17/16.

SCHOOL NAME	ENROLL DATE	GR
ANOTHER DISTRICT: PUBLIC	08/17/16	10

**Required Comment:** The child is enrolled in Mt. Edgecumbe School District and is attending Mt. Edgecumbe High School.

6. Enrolled in a **Non-Public School Located in Another District**

This scenario pertains to children from **preschool to grade 12** enrolled in any **non-public school located in a district other than the recruiter's**. Non-public schools include, private schools grades and homeschools. The school the child is enrolled in must be recorded in the Comments Section.

**Example:** You are a recruiter for Mat-Su School District. The child you are recruiting is enrolled in CCS Learning, a preschool not operated by any school district. The child's first day of preschool after their most recent qualifying move for the current school year was 08/19/16.

SCHOOL NAME	ENROLL DATE	GR
ANOTHER DISTRICT: NON-PUBLIC	08/19/16	PS

**Required Comment:** The child is enrolled in CCS Learning.

## Commercial Fishing Terms

<b>A – Type of Gear/Activity</b>		<b>B – Commercial Processing Seafood/Shellfish</b>	
Beach Seining	Longlining	Boxing Line Worker	Loading Dock Worker
Digging	Pot	Canning	Line Worker
Dinglebar	Pound	Cold Storage Worker	Packing Eggs (Roe)
Diving	Power Trolling	Farming	Preparation for Shipping
Dragging	Purse Seining	Freezing	Smoking
Dredging	Set Net	Glazing	Unload and Sort
Drift Net	Scow	Halibut Cheeking	
Fish Wheel	Shoveling		
Gillnetting	Spotting		
Hand Picking	Sunken Net		
Hand Trolling	Tendering		
Jigging	Trawling		
Laying Skates			

**OR**

**AND**

<b>C – Type of Catch</b>			
Abalone	Geoduck	Herring	Shrimp
Arctic Cisco	Halibut	Herring Eggs	Sole
Clams	Octopus	Sablefish	Squid
Pacific Cod	Oysters	Salmon	Mussels
Crab	Lingcod	Scallops	Turbot
Atka Mackerel	Pollock	Sea Cucumber	
Flounder	Rockfish (Redfish)	Sea Urchins	

## Subsistence Fishing Terms

<b>A – Type of Gear/Activity</b>		<b>B – Subsistence Processing Seafood/Shellfish</b>	
Beach Seining	Jigging	Canning	
Digging	Laying Skates	Curing	
Dip Netting	Longlining	Cutting	
Diving	Pot	Drying	
Dragging	<b>Pole*</b>	Freezing	
Drift Net	Purse Seining	Rendering	
Fish Trapping	Set Net	Smoking	
Fish Wheel	Spear	Storing	
Gillnetting	Tendering		
Hand Picking	Power Trolling		
Hand Trolling			

**OR**

**AND**

<b>C – Type of Catch</b>			
Abalone	Clams	Hooligan	Salmon
Atka Mackerel	Crab	Lingcod	Sablefish
Arctic Char	Dolly Varden	Longnose Sucker	Scallops
Arctic Cisco	Flounder	Mussels	Sheefish
Arctic Grayling	Geoducks	Oysters	Shrimp
Arctic Lampreys	Gumboot Chilton	Pacific Cod	Smelt
Bering Cisco	Halibut	Pike	Stickleback
Black Fish	Herring	Pollock	Trout
Burbot	Herring Eggs	Rockfish (Redfish)	Whitefish

## Agriculture/Logging Terms

<b>Types of Activities</b>			
<b>Field</b>		<b>Yard</b>	<b>Various Locations</b>
Bull Bucking	Log Loader Operating	Boom Boat Operator	Front End Loader
Bushing	Log Towing	Boom Manning	Shovel Operating
Choke Setting	Planting Seedlings	Booming	
Creek Clearing	Rigging Slinger	Bucking	
Cutting	Side Rodding	Log Banding	
Falling	Skidder Operator	Log Scaling	
Grapple Yard Operator	Soil Preparing	Marking	
Hook Tending	Tending Seedlings	Shifting	
Log Chasing	Tree Thinning		

## Agriculture/Crop Terms

<b>A – Crop Work Activities</b>		<b>OR</b>	<b>B – Crop Processing Activities</b>	
Applying Herbicides	Hoeing		Canning and Labeling	
Applying Insecticides	Irrigating	Cooking and Preserving		
Breaking/Tilling Soil	Picking	Freezing		
Cultivating/Plowing	Planting	Loading		
Cutting	Preparing Land	Packaging		
Digging	Pruning	Washing and Sorting		
Fertilizing	Thinning			
Growing	Watering			
Harvesting	Weeding			

**AND**

<b>C – Crop Types</b>			
Apples	Cherries	Oranges	Tobacco
Barley	Corn	Pine Cones Seeds	Wheat
Berries	Hay	Potatoes	

## Agriculture/Livestock Terms

<b>A – Type of Activity</b>		<b>OR</b>	<b>B – Processing</b>	
Branding/Tagging			Cleaning, Maintaining Area & Equip.	
Cleaning Animals, Stalls, Barns, etc.		Labeling		
Feeding, Watering and Tending		Packaging		
Fencing/Building & Repairing Fences		Slaughtering		
Loading and Unloading Livestock		Weighing		
Preparing for Transport to Processor				

**AND**

<b>C – Type of Livestock</b>		
Cattle	Horses	Reindeer

# Guide to Economic Necessity and Personal Subsistence Statements

Economic Necessity is the backbone of the Migrant Education Program. It is crucial that the recruiter get a strong economic necessity statement from the families they interview.

**What is Economic Necessity?**

• Demonstrated through wages or income from migrant work and/or through personal subsistence. The wages from the migrant activity are needed to help the family meet their basic and essential needs, or the food from the personal subsistence migrant activity represents a substantial portion of the family's food consumption.

**What is Personal Subsistence?**

• The worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products or livestock they produce or the fish they catch.

**Possible Questions to ask to obtain an Economic Necessity Statement**

Do you rely on the outcome of this work as a basic/essential source of support for the family? How?

Please explain how this activity helps/assists your family.

What hardships would your family encounter if not for this activity?

Why is this activity a need for your family?

Could you please give me some examples of how this activity helps your family?

What basic needs could you not provide your family if not for this activity?

**Possible Questions to ask to obtain a Personal Subsistence Statement**

How do you use the fish/berries?

What do you do with the fish/berries?

Could you please give me some examples of why you bring the fish/berries home?

What would happen if you did not bring the fish/berries home?

# Comments Checklist

## Commercial

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Any other clarifying information

## Extended Move (30+ days of continuous qualifying work)

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Verify if they were doing the qualifying work the whole time they were gone
- Any other clarifying information

## Qualifying Work/Extended Trip (30+ days with part of the time doing qualifying work)

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- List specific dates they participated in the qualifying work
- Any other clarifying information

## Guardian

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Guardian's physical address, phone number and relationship to child (P.O Box addresses are not considered physical addresses)
- Verify if the fish and/or income went back to support child's main household
- Verify that both the child and the guardian went on qualifying moves with map(s) (if applicable)
- Guardian must be 14 years or older
- Any other clarifying information

## On Own Move

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Could the family provide basic needs for child if they did not do the qualifying work activity?
- Verify if the fish and/or income went back to support child's main household
- Does child live in the same household as parents/guardians?
- Any other clarifying information

## Personal Subsistence

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Any other clarifying information

## Permanent Move

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Actual dates of qualifying work and the date they moved to the recruiter's district
- Any other clarifying information

## To Join/Precede Worker

- Economic Necessity Statement
- Personal Subsistence (if applicable)
- Reason for child to either join/precede worker
- Any other clarifying information

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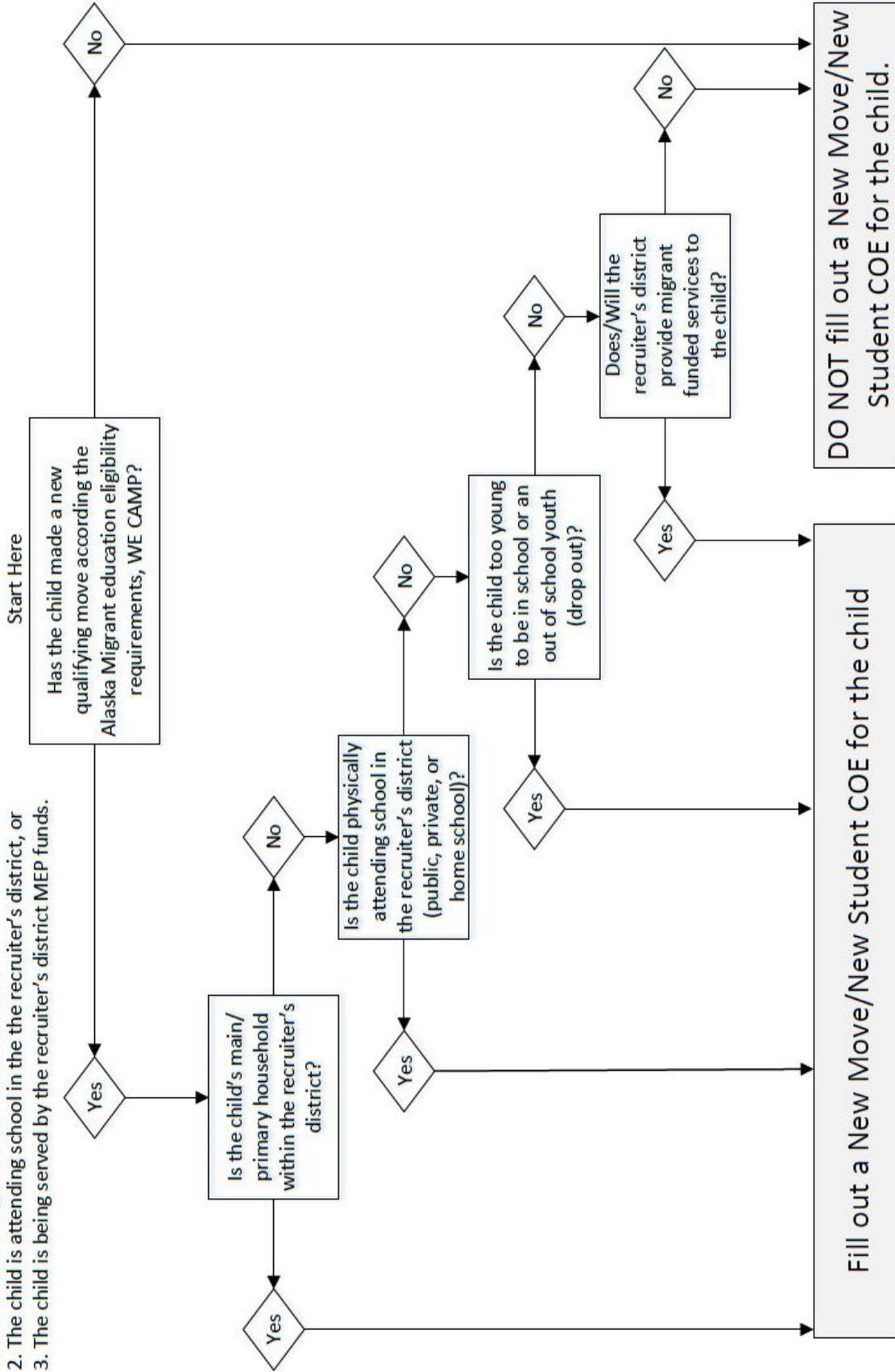
### Note:

- These are generic COE examples, some COEs may require additional comments not listed above.
-

# When to Fill Out a New Move/Student COE

Use the flow chart below to determine whether it is reasonable for your district to recruit a student for your district's Migrant Education Program. In order for you district to recruit the child, at least one of the following must be true:

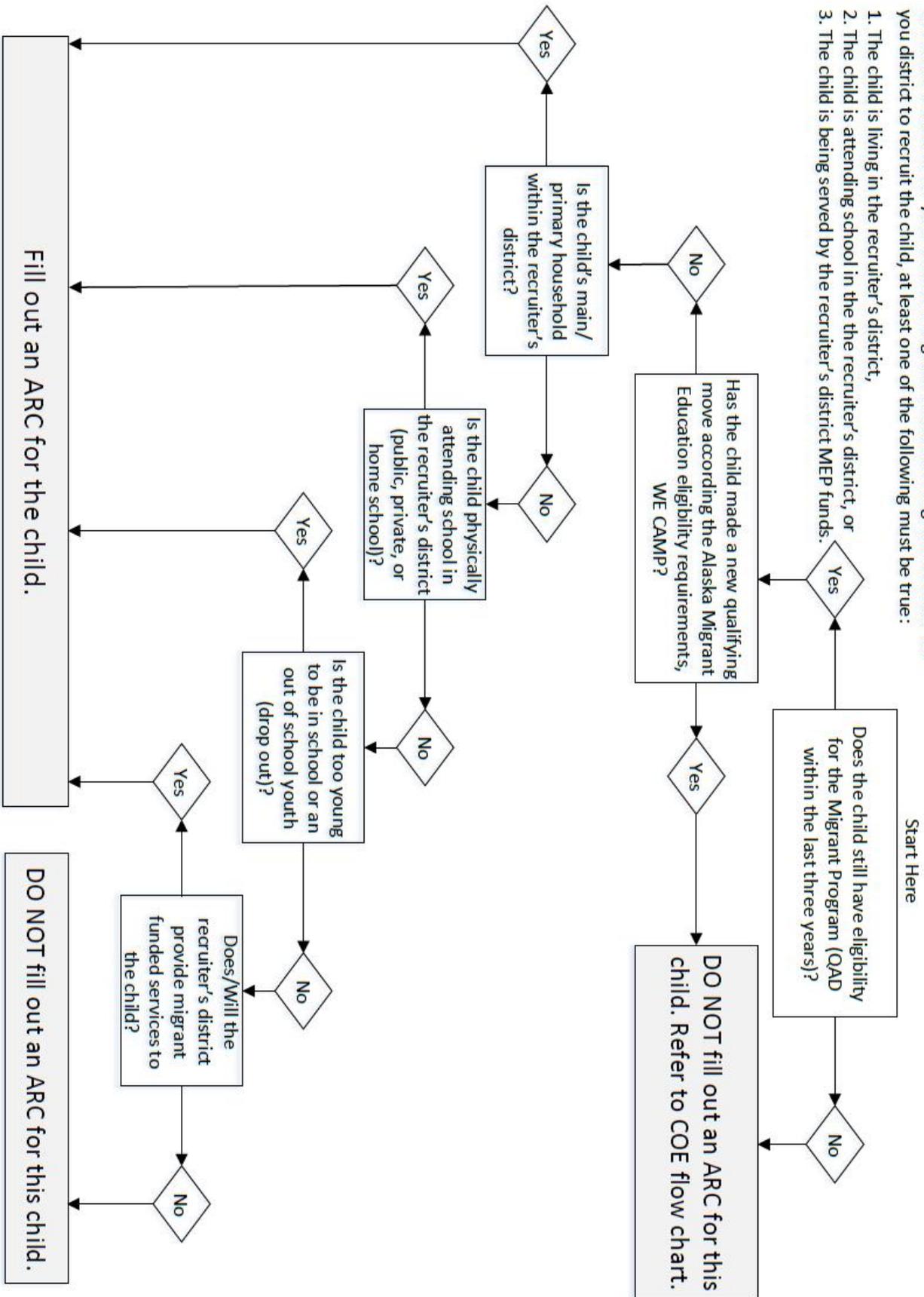
1. The child is living in the recruiter's district,
2. The child is attending school in the the recruiter's district, or
3. The child is being served by the recruiter's district MEP funds.



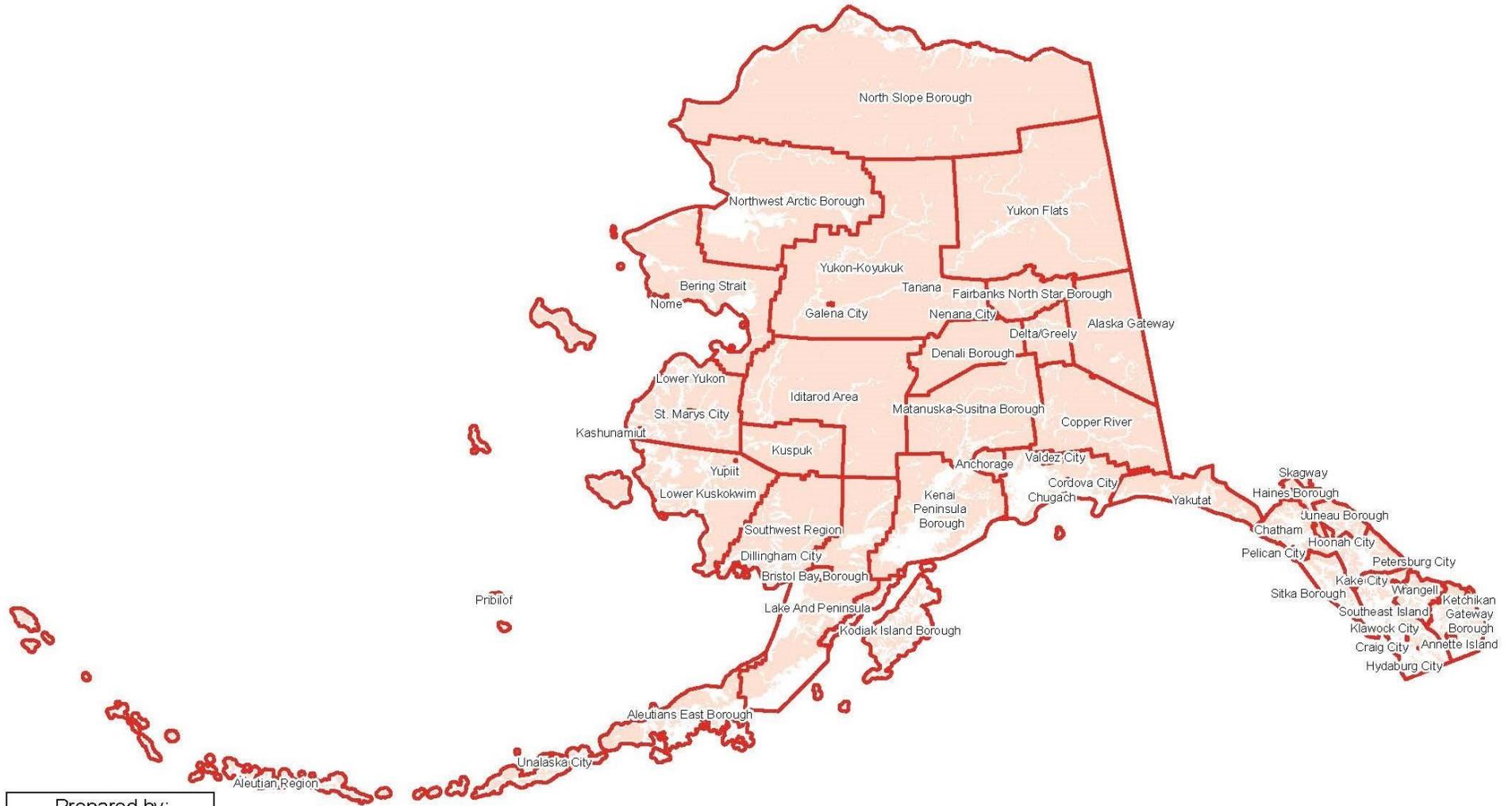
# When to Fill Out an Annual Recertification No New Move Form (ARC)

Use the flow chart below to determine whether it is reasonable for your district to recruit a student for your district's Migrant Education Program. In order for you district to recruit the child, at least one of the following must be true:

1. The child is living in the recruiter's district,
2. The child is attending school in the the recruiter's district, or
3. The child is being served by the recruiter's district MEP funds.



# Alaska School District Map



Prepared by:  
Alaska Department of  
Labor & Workforce  
Development

July 2012

Source: US Census  
2010 TIGERLine

<http://labor.alaska.gov/research/census/maps/schooldistricts.pdf>

# Calendars

## 2015

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## 2016

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
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21	22	23	24	25	26	27
28	29					

March						
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20	21	22	23	24	25	26
27	28	29	30	31		

April						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30						

May						
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22	23	24	25	26	27	28
29	30	31				

June						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
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September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
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October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## Migrant Education Office (MEO) Contact Information

### **Migrant Education Office**

Alaska Department of Education & Early Development  
801 West 10th St. Suite 200  
Juneau, Alaska 99801  
Fax: 465-2989  
<https://education.alaska.gov/esea/titlei-c/>



**Nicole Endsley, Migrant Program Manager**  
**email:** nicole.endsley@alaska.gov, **phone:** 465-6549

Title I-C guidance and program questions  
Grants Management System (GMS)  
Schoolwide Consolidation  
Migrant Education Program Parent Advisory Council (PAC)  
ESEA monitoring



**Kristine Gaffaney, Data Specialist**  
**email:** kristine.gaffaney@alaska.gov, **phone:** 465-5531

MIS2000 - connection issues, technical assistance, reports  
Reports - Mass Withdrawal, Summer Withdrawal, Course History, Fall  
Recruitment, Priority For Service  
Participation Rate, Summer OASIS, Fall OASIS  
MSIX  
Fall training  
Technical assistance visits



**Amanda Mosher, Identification & Recruitment Specialist**  
**email:** amanda.mosher@alaska.gov, **phone:** 465-2885

Re-interviewing - statewide and technical assistance calls  
Literacy Grant - applications, allocations, final reports  
Fall training  
Technical assistance visits  
COE quality control review  
Newsletter, website, and email contact list



**Jannessa Luerra, Eligibility Specialist**  
**email:** jannessa.luerra@alaska.gov, **phone:** 465-8231

COEs - MIS2000 entries, eligibility determinations, COE submissions to  
the MEO  
Eligibility questions  
Fall training registration and reimbursement  
MIS2000 technical assistance